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ABSTRACT

Mississippi's guide for instructional planning for the primary grades consists of six units and appended materials. Research principles incorporated into the guide include: (1) a project approach that encourages the study of specific topics; (2) an integrated language program based on use of children's literature for informal and formal instruction in language arts; (3) mathematics instruction involving the use of manipulatives, a variety of representational forms, calculators, and a strong emphasis on problem solving; (4) student grouping practices that promote collaborative projects and activities; and (5) the design of learning centers to enhance instruction in basic skills. The six unit themes, and their suggested time-lines, are: Living and Learning Together, August-September; Our Town, October-November; Then and Now, November-December; Investigations, January-February; Fantasy and Fact, March; and The Big Backyard, April-May. Each unit follows the same format, consisting of title, topic web, general goals that guide planning, methods of evaluation, specific unit goals, a project section, and an activity section. Required and recommended books are cited at the end of each unit. Appendices provide teacher resource materials, an informal test, a social skills checklist, a reading interview notesheet, and a subject area checklist and developmental checklist. (RH)

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PRIMARY GUIDE FOR INSTRUCTIONAL PLANNING

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PRIMARY GUIDE FOR INSTRUCTIONAL PLANNING

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INTRODUCTION

This manual is designed to serve as either a resource book for the primary grades or as a teacher's guide to developing an instructional management plan for the primary curriculum. It is not intended to be a recipe book, but may be compared to a guidebook, giving just enough information and suggestion to the teacher to allow for student input and to offer support for those exploring new routes to teaching through a multi-disciplinary, unit-based approach.

The Research Base

There are several important aspects of contemporary research that have been incorporated into the design of this guide:

1. Recent research on how children learn indicates that young children learn best when subject matter is presented in an interdisciplinary, integrated way (Katz, L., & Chard , S., 1989; Buzan, T., 1984; Clark, B., 1986; Restak, R., 1984; von Oech, R., 1983; Hart, L., 1975).

2. Research on early literacy suggests that young children learn reading and writing skills more effectively over the long term when the classroom setting serves as an extension of the home, when children are allowed to apply the knowledge they have gathered in informal ways, and when reading and writing skills are introduced through emphasis on meaning. Research on the writing process indicates that writing skills are learned best when they are applied to purposeful writing during a process involving drafting, revising, editing, and publishing written work (Schickendanz, 1986; Newman, 1984; McGee, L. M., & Richgels, D. J., 1990; Anderson, R., et al, 1985; Winograd, P., & Paris, S. G., 1989).

3. The current standards of the National Council of Teachers of Mathematics were developed to incorporate the latest information about how children learn math. These standards emphasize problem solving, use of a variety of representational forms (charts, graphs, oral language, maps, physical models, diagrams, and written symbols), articulation of mathematical reasoning, and use of appropriate technology (NCTM, 1989).

4. Recent research on collaborative learning indicates that learning is very often social in nature, and that children learn more effectively when they can learn together--whether the task be related to writing or math (Slavin, R., Madden, N. A., & Stevens, R. J., 1990; Johnson, D., & Johnson, R., 1990).

5. Research on the motivation factor and its relationship to learning indicates that children learn best those things which are novel or different and that learning is enhanced in a responsive environment, where the child is involved in planning, decision-making, and creation of the substance of the environment when each person is valued (Purkey, W., 1984; Hale, J., 1982).

6. The use of learning centers as a classroom organization strategy indicates that children become more responsible when allowed to use learning centers and that teachers can accomplish any teaching/learning goal through use of well-designed learning centers (Day, B., 1988; Leeper, S. H., Dales, R. J.,Shippin, D. S., & Witherspoon, R. L., 1974; Seefeldt, C., 1980; Morrison, 1984).

*See the Professional Bibliography in the Resources Appendix.

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Research Informing Practice

In this Guide to Instructional Planning, these research principles have been incorporated into the organization in the following ways:

1. A Project Approach, encouraging the study and investigation of specific topics, often interdisciplinary in nature, is emphasized. Children are involved in selecting topics of study within a broadly defined framework, and in planning how a topic will be studied and presented to others.

2. The assumption is made that an integrated or Whole Language program based on use of children's literature for either or both informal and formal instruction in reading, writing, and other language arts, will be used by the primary teacher. (Those teachers still utilizing a basal reader will find the Guide helpful in planning enrichment activities.)

3. The mathematics components of the Guide incorporate the use of manipulatives and a variety of representational forms, the use of calculators, and a strong emphasis on problem solving.

4. Many suggestions for grouping children in a variety of ways and for planning collaborative projects and activities are given throughout the Guide.

5. A supplement containing many designs for learning centers to enhance instruction of basic skills in relation to teach topic is included in each unit Appendix.

Purposes for Thematic Instruction

This Guide to Instructional Planning is organized according to six unit themes. Those topics included and a suggested time-line for each are:

Living and Learning Together	August - September
Our Town	October - November
Then and Now	November - December
Investigations	January - February
Fantasy and Fact	March
The Big Backyard	April - May

There are many advantages to organizing curriculum in a unit or thematic format:

1. We know that the brain organizes information according to relationships. Concepts are constructed in the mind as patterns of experience build one on another. Presenting information in a related way facilitates this thinking.

2. Children are able to use information and skills in independent and creative ways, only after they have been internalized. Providing time for individual exploration of a topic after it has been introduced by the teacher, and allowing time for sharing of work completed allows for more quality work and ensures memory and application over the long term.

3. Allowing children to work in groups and to share newly acquired knowledge and skills with their peers is motivating and takes advantage of the social nature of learning. Children working within the unit framework feel less hurried and are more likely to concentrate their efforts on doing a good job. Such work requires extended time.

4. Children are likely to maintain high standards of work and to pay more attention to the subtle details of their work if they know they will be asked to explain and defend it before their peers. Such sharing also motivates other children to explore new aspects of a topic. Again, this type of work requires an extended period of time.

5. Teachers working within the thematic framework can share ideas with each other, while still having the flexibility to develop their own ideas in ways that suit their interests and their teaching styles. Teachers also find that the unit format keeps them from feeling so rushed and allows time for quality interaction with children.

6. Introducing many topics to a whole group rather than to small groups of similar ability promotes the development of high self-concepts by all children and insures that every child has an equal opportunity to learn the skills designated for each grade level. There is little or no evidence to support grouping of students by ability for reading, writing, mathematics or other subjects.

Organization of Units

The thematic units presented in this guide are intended to be a scaffold upon which teachers can construct individual instructional plans and daily lesson plans. In each unit there will be more projects presented than one teacher would probably want to attempt with a group of children, so teachers can be selective. It is expected, too, that teachers have many of their own ideas and successful strategies that would be used to supplement those presented here.

Unit Format

Each unit in the Guide follows the same format.

Title of the Unit. This title appears on each page of the unit.

Topic Webs. Within each unit there are several areas of conceptual focus addressed. Our Town, for example, includes focus on "community helpers," "buildings and structures," and "important people." The areas of focus are presented through Topic Webs beginning each unit. Concept statements are also divided according to the various broad areas of study.

General Goals to Guide Planning. The broad goals for the primary grades are stated at the beginning of each unit, to help keep the broad spectrum of goals clear in the mind of the teacher. These goals are presented according to the four areas of learning: Knowledge, Skills, Dispositions, Feelings.

Methods of Evaluation. The most important method of evaluating young children is careful observation or "kid-watching." To insure that such evaluation guides planning and instruction, several techniques for providing documentation are included. An overview of these techniques is listed at the beginning of each unit, with abbreviation codes used throughout the curriculum guide: Product Analysis (PA), Experience Chart Summary (ECS), Checklist (C), Photographs (P), Informal Test (IT), Observation (O), Videotape (V), Anecdotal Record (AR), Listening (L), Writing Sample (WS), Portfolio (PF), Unit Test (UT).

Specific Unit Goals. These goals for each individual unit are listed at the beginning of each unit according to the same four areas of learning noted for general goals.

Project Section. A more thorough discussion of project work will follow later in the introduction. Briefly, projects extend over a long period of time. Those curriculum suggestions included in this section, therefore, will require one or more weeks of time. They are not designed to be completed in one or two days. Each project section is designated by color. Some projects may be started in one unit, and continued in one or more units that follow.

Activity Section. Activities are those short-term experiences that generally are over after one or two days. Activities are useful to support project work, and as skill and knowledge reinforcers. They do not allow for the research, organization, and presentation processes that are important in project work.

Page Format

The pages within each section are organized in a seven-column structure:

Column 1	Title of the project or activity
Column 2	Objectives of the project or activity
Column 3	Mastery-level skills (MLS) for grades 1, 2 and 3
Column 4	Introductory-level skills (ILS) for grades 1, 2 and 3
Column 5	Procedures for conducting the project or activity
Column 6	Materials needed for the project or activity
Column 7	Evaluation codes are noted under "Methods of Evaluation"

Mississippi Curriculum Structure

According to the Mississippi Curriculum Structure (Mississippi State Department of Education, Bureau of School Improvement, 1986), there are three types of skills to be addressed in the district's Instructional Management Plan (IMP): (*) basic skills tested through BSAP; (**) functional skills also tested through BSAP; and (C) core skills which MUST BE included in the IMP. These skills are defined in the curriculum structure according to subject areas: Reading (R), English/Language Arts (LA), Mathematics (M), Art (A), Computer Education (CE), Foreign Language (FL), Health and Physical Education (H/PE), Journalism (J), Music (MU), Oral Communication (OC), Science (S), and Social Studies (SS). At each grade level there are designated skills for each subject area that are described as either "mastery level skills" (MLS) or "introductory level skills" (ILS).

The Mississippi Curriculum Structure (MCS) is used as a base for this Guide to Instructional Planning. The (MLS) and (ILS) columns for each project and activity page use a numbering system compatible with the numbers in the Mississippi Curriculum Structure. R.1, then, refers to skill number one listed under the Reading section ("Name objects"), which is a Mastery level skills for first grade. SS.5 refers to skill number five in the Social Studies section of the Mississippi Curriculum Structure ("Recognize that family members are dependent on each other"), a skill to be introduced in kindergarten and mastered by the end of the second grade. Those skills to be introduced at one grade level and mastered at a different grade level are included in both columns and marked with a subscript representing grade level.

Bibliography of Children's Books

At the end of each unit there is a list of books that correlate with the conceptual framework for that unit. The bibliographies are divided into two sections: Focus Books are those used as a basis for some project or activity presented in the unit; Recommended Books are not specifically addressed in the unit, but are useful supplements and could be placed in the classroom library.

Methodology

As previously noted, there are several research-based methods of teaching that are incorporated into this curriculum guide. So that teachers who have not used these methods extensively will better understand the projects and activities presented here, a brief discussion follows. A bibliography of teachers' books is included at the end of the guide as a resource for teachers who want to do more study on their own. This professional bibliography and the bibliography of children's books could be given to the school librarian as a reference when ordering new books.

The Project Approach

The Project Approach is designed to engage children actively in the business of learning. As much of the planning and organization of the topic of study or "unit" as possible should involve the children. In this guide, therefore, a framework for meeting the state objectives is presented, with the intention that teachers will use these ideas to sometimes initiate and sometimes expand on the interests of the children.

Goals and Values of the Project Approach

Learning goals, according to Lilian Katz, director of the ERIC Research Center for Elementary and Early Childhood Education, can be divided into four broad categories. We want children to learn knowledge, skills, dispositions, and feelings. Positive development in these four areas is the overall goal of education.

Through the Project Approach, children are given an opportunity to learn knowledge through involvement in meaningful first-hand experiences; they are given opportunities to learn skills through meaningful practice; they are given opportunities to learn dispositions through modeling of adults who practice positive dispositions toward the world of learning; and they are given opportunities to learn feelings through various experiences in a wide spectrum of social groups.

Though the Project Approach is often not the fastest way to "cover" information, it is more efficient in terms of long-range goals. The children are actively engaged in the business of thinking and problem-solving. They work in groups where negotiation and team effort produce visible results. They learn about language and the purposes for which people use language as they communicate with each other and with a variety of audiences in both oral and written forms, and as they interact with cultural artifacts such as books, art, and music. They learn skills as they create their own forms, using available tools to find out about living and non-living things and to organize and express their learning.

Investigation of a topic involves children in a variety of processes related to the development of knowledge and concepts. These processes include observation, identification, classification, recording, and explanation. Project work depends on application of a variety of study skills such as defining problems and topics of study; locating information through use of a variety of sources and resources; selecting the available information that best explains the topic; organizing that information so that it might be clearly described and/or shared; evaluating the information presented and defining strategies for future studies; and communicating the results of the study to a variety of audiences.

Project study also incorporates application of many practical skills such as art skills, skill in using tools and apparatus, presentation/communication skills necessary during the gathering and reporting of information, and reading and writing skills applied within the broad spectrum of work involved in investigating a topic.

A primary value of project work is that over the long term it leads to more positive dispositions toward learning through the enhancement of curiosity and interest in the world. It also fosters independence and cooperation, as children work together to reach common goals, and as they share their learning with others.

Planning a Project

Careful planning for project work should be based on the "thinking through" of possibilities. In planning the teacher drafts a framework for a study, showing what might happen as the study gets underway. Planning, however, leaves enough room for the children to become involved in determining the specific directions of project work to be pursued. Plans, then, are open-ended enough to allow for novelty and creativity springing from the ideas of the children involved in the study, and flexible enough to allow for a variety of circumstances and spontaneous happenings.

It is obvious, therefore, that children should be involved as much as possible during the planning process. This Guide presents ideas which the teacher may use to inspire and enhance the involvement of children during various phases of project work.

Beginning a Project

There are a variety of initiating experiences which lead to successful project development. Field trips; visitors to the classroom; television programs, films, videotapes, filmstrips, slide shows, computer programs, and other media; books, stories, and poetry; collections and displays; animals and plants in the classroom; ordinary events or happenings that attract the attentions of the children; and unusual happenings or events within the community can all be successful starting platforms from which to dive into project study.

Many of the projects suggested within this Guide begin with alternative proposals for various ways to begin the topic study. There are also several project suggestions for every broad unit. It is not intended that a teacher should attempt to complete all of these projects with any one group of children, but that the teacher should select from the ideas presented those that s/he and the children will find most stimulating, and yet those with which the teacher and the children can be most comfortable.

1. Identifying the Topic.

   There are many considerations to be made in selecting a topic for class study. The teacher will want to ask him or herself all of the following questions before beginning:

   a. Is there a way to start the topic study so that the interests of the children can be captured from the beginning?

   b. Will there be many sources and resources available to the children as they begin to gather information?

   c. Will I be able to relate components of the prescribed state curriculum skills to this project study?

   d. Do I have a plan for suggesting various forms through which children can organize and communicate information about their study?

   e. Do I have a clear goals for assessment and record-keeping that can be applied to this project work?

2. Planning the Investigation.

   At this phase, the children need to be involved in expanding on the topic and determining the specific components to be involved in the study. To insure this involvement, the teacher may want to begin with a brainstorming process including (a) development of a Topic Web, (b) development of a Goals List, and (c) development of a Project Plan.

   a. Development of a Topic Web.

      Using the selected topic as a center of focus, have the children think of anything they can that relates to the topic. (The teacher may want to break this brainstorming down into subdivisions--by subject areas, by time periods, by major sub-topics, etc.) Each of the children's contributions is recorded as a branch of the main topic. The teacher (and other adults in the classroom) should also add ideas to the web, filling in major components that the children might not yet have conceptualized. (See the examples of topic webs preceding each unit.)

   b. Development of a Goals List.

      Now, with the Topic Web in front of them, have children derive a list of what they believe they already know about the topic, and generate a list of questions about the things they would like to find out. (See examples of the Goals List preceding each unit.)

c. Development of a Project Plan.

This plan will indicate appropriate ways that the questions on the Goals List can be answered, and will outline procedures to be used in gathering information, compiling information, summarizing information, and reporting information to the class. It may also be used in enlisting volunteers to work on each phase of the Project, and in making a list of resources and materials that will be needed in completing the Project.

3. Initiating a Project.

The following questions may be helpful in guiding the teacher's planning of an appropriate initiating experience:

a. Is the experience one the children will find interesting and motivating, and will it provide a wealth of first-hand sensory input?

b. Will the experience provide enough information that children might begin to develop a Project Plan/
c. Are there many resources related to the initiating experience that will be available to support the children's research needs as they begin to expand their knowledge of the topic?

d. Will it be easy for the children to return to the original experience or to their notes and memories of the original experience as they develop the Project? Often videotapes, photographs, and audio tapes can be used to facilitate this.

e. Is the teacher prepared with a back-up plan if this experience does not engage the interests of the children, or is there an alternative topic that can be considered?

Following the initial experience, it is important that the children be given an opportunity to reflect and summarize. Experience charts, audio or video recordings, and journal writing can all be used to capture the ideas and enthusiasm generated by an initiating experience, and children can be referred to these documents time and again as they pursue their investigations.

4. Maintaining Interest and Motivation.

As the Project study gets underway, children must become involved as researchers, and this aspect of project work is the most tedious and difficult. It takes hard work and there is little immediate reward for digging out information. It is very, very important that many resources be provided so that this task does not become so tedious that children lose interest. Books, tapes, pamphlets, magazines, brochures, advertisements, forms, timetables, encyclopedias, questionnaires, maps, dictionaries, computer databases, slide sets, cassette recordings, video recordings, old photos, stories, poems, instructional guides, posters and PEOPLE can all help children in their research. As many different types of resources should be provided as can be located, borrowed, or begged. The children themselves are often one of the best sources for the specialized information required in a study. If they are very interested in a topic, the chances are that somewhere they have been previously exposed to it.

One way to keep interest high is to intersperse the visits of experts and trips into the field throughout different phases of the project work. There is nothing like a first-hand report to keep children on track. Another technique that helps maintain high quality involvement is to have very frequent reporting periods (once or twice a day) when children can share their new information and can tell about their plans for organizing and summarizing it. This helps those children who need to be given ideas for where to look for information and suggestions for what to do with it. Sharing can follow journal writing each day so that children can reflect individually on what they can contribute to the class summary. The teacher may also want to do a group experience chart each day, summarizing progress made, noting necessary materials and equipment that will be required the next day, and allocating various tasks to individuals or groups.

Once the children have gathered much information, they must decide how to present it in an interesting and informative way to other members of the class. Often groups will have been designated large segments of the project. If the topic of study is, for example, "Animals That Are Pets," Group A might study dogs, pigs, and rabbits; Group B might investigate hamsters, snakes, and cats; Group C might find out about guinea pigs, squirrels, and fish; and Group D might research goats, birds, ferrets, and raccoons. After Sarina, a member of Group C, looks at pictures of guinea pigs, and reads a book about guinea pigs, she must be prepared to report her information to her small group. Then, upon hearing about guinea pigs, squirrels, and fish, Group C can decide whether they want to make posters or drawings of each animal, or whether they want to make little models of the animals. As a group, they will share the information they have collected with the other children participating in the study.

Another important consideration during the research and organization phase of Project work is the standard for accuracy and detail to be maintained within the classroom. It is true that some children will do only what they feel is required by the teacher. It is important, then, that the teacher encourage quality work by giving children encouragement to do a "good" job and by giving them the time and the interactive structure that helps them learn to identify what a "good" job is. If, for example, children are working on the project about "Animals That are Pets," and the teacher notices that Kim, who is making a sculpture of a dog, is putting on webbed feet, then it may be an appropriate time for the teacher to talk with Kim about what his plans are. It may be that Kim is trying to show the large webbed feet of a Labrador Retriever or Newfoundland, or it may be that Kim needs to be reminded, through looking at dogs, or looking at pictures and books, of what dogs' feet look like. Children need at-hand reference materials to use throughout Project work, and not only at the beginning. Encouraging children to appreciate their own creative talents and abilities does not preclude giving them objects, photos, books, models, etc., to look at while they work. Most artists cannot create without some input, and neither can children. If Kim has a clear direction in mind, it should become apparent through teacher/child conversation. If Kim is just tired and trying to finish as quickly as possible, this, too, will generally be apparent. Then the teacher needs to suggest that Kim complete the dog tomorrow, when he is not so tired. This gives the child an opportunity to return to the Project when motivation is again high, and it conveys the teacher attitude that it is better to work when we can do our "best work," as opposed to the idea that it is better to get finished, no matter what the quality of the work.

5. Ending a Project.

One of the most important phases of Project work, in terms of educational value, is the culmination. After children have done their research, and completed organization of information, and development of forms, a time must be provided for them to share their information, procedures, and products with their peers. An integral part of this sharing should be involvement of the peer group in asking questions about things they don't understand, asking for expansion or elaboration of components within the presentation, and giving positive feedback about the strengths of the presentation. The teacher, too, should actively participate in this dialogue, encouraging the child "experts" to act as teachers, sharing the efforts of their labors, and basking in the full enjoyment that learning something well brings.

Arrangements should be made within the classroom for products (posters, books, models, graphs and charts, collections, drawings, etc.) to be displayed for all to return to time and again. This generates additional conversation related to the Project study, and inspires other children to pursue individual reading and research in relation to the theme.

The Whole Language Program

There will not be a great deal of detail concerning the whole language approach discussed here, because the previous State Department of Education publication, *A Whole Language Approach to Writing and Thinking: Training Materials for Teachers and Assistant Teachers* (Bureau of School Improvement, State Department of Education, September, 1986) presents many suggestions for implementing the approach.

What must be re-emphasized is that because of a more thorough understanding of how children learn language, educators are realizing that children learn to use and understand language as a process of communicating meaning when it is kept whole, rather than broken into minute parts or skills. The whole language teacher respects children's natural desire to learn, and assists them in acquiring strategies that will help them make sense of the world and of language. The emphasis in a whole language program is on the personal-social nature of language, not on workbooks, skill sheets, and practice exercises that fragment the processes involved in language use.

What Materials are Used in the Whole Language Program?

Whole language teachers draw on the wide variety of written and printed materials available in a literate society. The child's own emerging concepts of print, captured in scribble-writing and drawing/writing, are recognized as legitimate attempts to convey meaning, and the whole language teacher responds to the messages conveyed through these early efforts. The power of modeling is also recognized by whole language teachers, and the dictation of experience charts is incorporated in the teaching of letters and phonics.

Some whole language teachers choose to use real children's literature (or trade books) rather than basal readers as the primary substance of the reading program. Others use s basal as one component of the reading program, supplementing it with a variety of materials related to every subject area.

Books that involve predictable text and repetitive phrases are often selected as the first "readers" because they draw on the child's total knowledge of language and language use rather than just on the knowledge of phonics principles. Many of these books are printed in "Big Book" format and can be seen by a whole group of children, and these large-sized books can be used as the basis for initial direct instruction.

Through use of project work, children in the whole language classroom are given many, many opportunities to use printed materials as sources of information and pleasure, and they are encouraged to use writing, drawing, charting, and other communicative forms to clarify their thinking, to share their learning with others, and to initiate and respond within a variety of social situations. Thus, in whole language classrooms, writing is used for a variety of purposes in the pursuit of learning.

The whole language teacher does teach phonics and phonetic analysis, usually within the context of the reading act. But because whole language is a way of thinking, rather than the practice of any one set of strategies or formulae, some whole language teachers may use a formal phonics program in addition to informal methods. These teachers then help children connect symbols and sounds to real words and real sentences.

A Process Approach to Writing

Another assumption made within this curriculum guide is that teachers are aware of the concept of writing as a process rather than a product, and that most teachers will be using various strategies of conferencing and grouping to take students through this process. For those who are less familiar with these strategies, several examples within the guide are presented in detail.

The phases of the writing process might be said to include "Pre-writing," "Drafting," "Revising," "Editing," "Re-writing," and "Publishing." During any of these stages, conferencing and sharing of the written draft is a strategy for assisting the writer to better analyze the effectiveness of his/her craft.

During Pre-Writing, the teacher can be of assistance to the young writer by helping to generate a variety of ideas to use as a base for writing. This Pre-writing can be a brief period of focus on a real object, a period of brainstorming by the group, a sharing of a well-written book to motivate thinking, or an open-ended discussion. Any of these events, and many, many more opportunities planned by the teacher, can motivate the writer and extend thinking. During the Drafting phase of writing, the task becomes to convey meaning as fluently as possible, without worrying about form and conventions. The writer seeks to capture the feeling and energy within the mind in a global way, rather than to analyze the details within the written form. This may be considered the "right brain" phase of writing.

The Revising of writing is dependent at this early stage on the young writer coming to realize that the audience may not understand everything about the topic that the writer does, and that the words must therefore fill in the gaps in the thinking of the reader or listener. It is important that children work together in small groups to share what they have written and that they learn appropriate strategies for responding to a writer in a way that is helpful rather than destructive. It is also important that the writer develop concepts of authorship and ownership, coming to realize that his/her peers are there to suggest what might be better, rather than to dictate changes that are to be made. The final decision about revision is in the hands of the author.

The necessity for Editing a written piece becomes evident, again, through conferencing. Often the teacher is more helpful in focussing the student's attention on the details of Editing than are other students. It is during the Editing conference, in fact, that the teacher does much of the teaching of skills that are needed within the written piece. Young students may use newly acquired skills on an intermittent basis, gradually applying them more and more during the writing process. Spelling, punctuation, and handwriting all are best assimilated when they are used in situations where it is important to be understood. It is also important that the teacher convey the use of editorial symbols as an aid in changing, moving, expanding, or deleting parts of the writing. It is this phase of the writing process that is more aided by use of a word processor if one is available.

After a piece of writing has been revised and edited, it must be Re-written for later publication. During this Re-writing, the author makes the final decisions about what is to be included in the final copy. If the re-written piece is to be divided into separate pages for illustration, the writer must also decide how much to copy onto each page, and where to place it. This is the only clean copy that is required.

The Publication phase of writing may involve putting the final copy into a hard-cover binding, placing it into the format of a newsletter or brochure, or simply displaying it in a public place for others to read. It is impossible to fully realize the importance of publishing the work of children unless one actually goes through the process and sees the pride which children take in reading from a book they have written or taking home a class newspaper in which their work is published. It is without question the best motivator of writing improvement.

In this Guide, it was impossible to explain in detail every step of the writing process with every piece of written work suggested. It is assumed that the teacher and the child authors will decide which writing tasks should be carried from the Draft to the Publication stage; certainly many pieces will simply be left as Drafts. The teacher may want to require a minimum number of Publication pieces with each unit (no more than two or three individual publications, probably, though more group publications can be completed). Much of the choice of which are the "best" pieces to carry through to completion should be left with the individual child.

Mathematics and Science Instruction

Mathematics and science, like reading and the language arts, are best taught in the early grades in relation to real experiences and through the use of a variety of concrete and manipulative materials. Thus, in this Guide, mathematics instruction is presented as primarily theme-related and involves solution of a variety of real problems. Experience with pre-number (exploration of materials, sorting, one-to-one correspondence, ordering, etc.), number (counting, numerals, ordering, number lines and ladders, patterning, recording, and fractions), and number operations (equality, addition, relationships, subtraction, ordered pairs, and pre-multiplication) should be only part of the emphasis in the first-grade math program. This guide also includes activities related to measurement and weight (length, width, construction, weighing, graphing, cooking, using tools, ordering, distance, time, and area), shape and size (observation, sorting and classification, ordering, patterning), time (concepts, vocabulary, change, clocks and other measuring devices), and technological applications (calculators and computers). Math and science processes involved in the activities and projects presented, then, include observing, classifying, predicting, estimating, ordering, recognizing, naming, counting, adding, subtracting, weighing, measuring, comparing, recording, graphing, charting, describing, collecting, drawing, mapping, dividing, multiplying, timing, reading, interpreting, synthesizing, explaining, experimenting, hypothesizing, analyzing, concluding, describing, recording, and reporting.

Grouping and Classroom Organization

A variety of organizational structures can be used in the whole language classroom, but one that lends itself nicely to facilitating both individual and group work and both independent and teacher directed learning is the Learning centers plan.

In a classroom organized in learning centers, areas of the classroom are designated for special types of study. Generally, the room plan allows for whole-group, small-group, and individual instruction and work. A large group area is provided for class meetings, teacher-presented mini-lessons, and individual and group reports to the whole class. Tables and chairs accommodating four to six children, or clustering of desks facilitate small group cooperative learning and group work on assigned tasks, while giving teachers access to small groups of children for direct-instruction, conversation and encouragement. Media and technology-driven learning stations may also be provided for reinforcement through use of tape recorders, film strips, books, computers, video, language masters, etc.

Learning centers may be permanent or temporary. The most useful and energy-efficient plan seems to be to have a number of permanent centers (a reading/research center, a writing center, a science center, a math center, a games center, a media center, and art/projects center, a block-constructions center, etc.). These stations generally provide for grouping materials in a discipline-related way so that children have access to them no matter what topic is being investigated. Some of the materials in the centers may change. (If, for example, the unit of study is our family and friends, the books in the reading/research center would be selected to correlate with this study). Other materials might be permanent. (In the writing center, a variety of pens/pencils, a variety of paper, staplers, lettering materials, rulers, crayons, glue, markers, etc., would always be available so that children could write and make books regardless of the unit of study.) With a core of permanent centers, the teacher might then want to add a teacher- or student-designed center specifically correlated to the unit of study. For the unit "Investigations," for example, a special area might be set aside to display tools used for various types of investigations: i.e., a tape measure, a microscope, a stethoscope, a magnifying glass, a clock, a compass, etc. The children might then be asked to use materials provided in the Reading/Research Center to "investigate" one type of tool and report to the class on its history and use.

A learning center can also act as another teacher in the classroom and can be designed to introduce or teach some aspect of a topic in a very directed way. In relation to the theme "Our Town," for example, the teacher might make a collection of materials about the local community, and put them in a learning center with very specific task cards or contract plans to be completed by individual children. Directions might include:

1. Make a list of three things a visitor to our town might like to see.

2. Make a little book with 5 pages.
   Put these things in your book with your own label for each thing:
      Page 1: A picture of our courthouse.
      Page 2: Your favorite store in our town.
      Page 3: Somewhere you like to eat.
      Page 4: Our school.
      Page 5: A place you like to play.
   Your pictures can be drawings or pictures cut from the "Old Magazines" on the shelf.
      ETC.

It is better for the teacher not to plan too many centers that require teacher-made directions and materials, for it requires a great deal of time that can often be better used in other ways and it takes space that can often be better used for children's work. Such centers, though, have a good deal of motivational value and are wonderful supplements to more open-ended materials areas.

For examples of learning centers to be used with the unit themes included in this Guide and for sample classroom organizational plans, see the Appendix.

Suggestions for the User

As previously mentioned, these units are but a catalyst to give the teacher a starting place for planning creative, mind-engaging, integrated topics of study for primary children. In order to keep the Guide small enough to be useful, many details have been omitted. No unit, therefore, is totally comprehensive. The teacher will want to access other books and personal files in order to expand upon what is presented here. At the same time, no teacher will want to use every project and activity presented. An attempt has been made to provide choice, with the expectation that teachers will select what is practical and useful in their own situations.

Team Based Planning

In this Guide skills for first, second, and third grades have been indicated for every project and activity included. Young children construct knowledge, perfect skills, and form dispositions and feelings over a period of time. Third-graders and first-graders, therefore, are not developmentally removed from each other, and the same skills are targeted for practice throughout the primary grades. It is important, though, that children not be given the idea that they are studying exactly the same things year after year. The third-grader can certainly go into more depth within a topic than can a first-grader.

It is suggested that primary teachers in a school plan together how to divide up the topics of study. It may be that first grade would take the first two topics, second grade the next two topics, and third grade the last two. Those teachers who want more variety, however, may choose to divide up a topic such as "The Big Backyard," and have the first grade focus on plants, the second grade on animals and insects, and the third grade on ecology. Teachers will make this decision based on their own interests, the interests of their children, and the resources available to them.

The projects and activities presented here are not necessarily presented in sequence as a teacher would want to use them in a lesson. Because classes and teachers differ in the amount of time they need to spend on a project or topic, and because most teachers will have a wealth of their own materials and plans they will want to insert, no attempt has been made to structure the timeframe or lesson format for the teacher.

Assessment

A variety of assessment tools and techniques are appropriate for use with primary children. Those most frequently selected by teachers have been used in conjunction with these units and are defined for this purpose as follows

(AR)	*Anecdotal Record*. A written record of specific situations involving a single child or groups of children. The recorder writes down the specific incident without any interpretation.
(C)	*Checklist*. A list of skills or objectives that can be checked off by the teacher as the child's behavior indicates mastery.
(ECS)	*Experience Chart Summary*. The children dictate as the teacher writes an experience story about a completed activity, project, or unit. The teacher judges gaps in knowledge and experience through the children's responses.
(UT)	*Unit Test*. A test requiring the children to write, draw, mark, or color in specific responses which can be assessed right or wrong in relationship to the knowledge and skills taught in the unit.
(IT)	*Informal Test*. A set of hands-on activities or games arranged by the teacher to assess the child's skills or knowledge. This may be used as a tool in completing a checklist.
(L)	*Listening*. The teacher's focused auditory awareness of a child's oral responses. Over time the teacher begins to note patterns of oral language and reflections of thinking patterns exhibited by individual children.

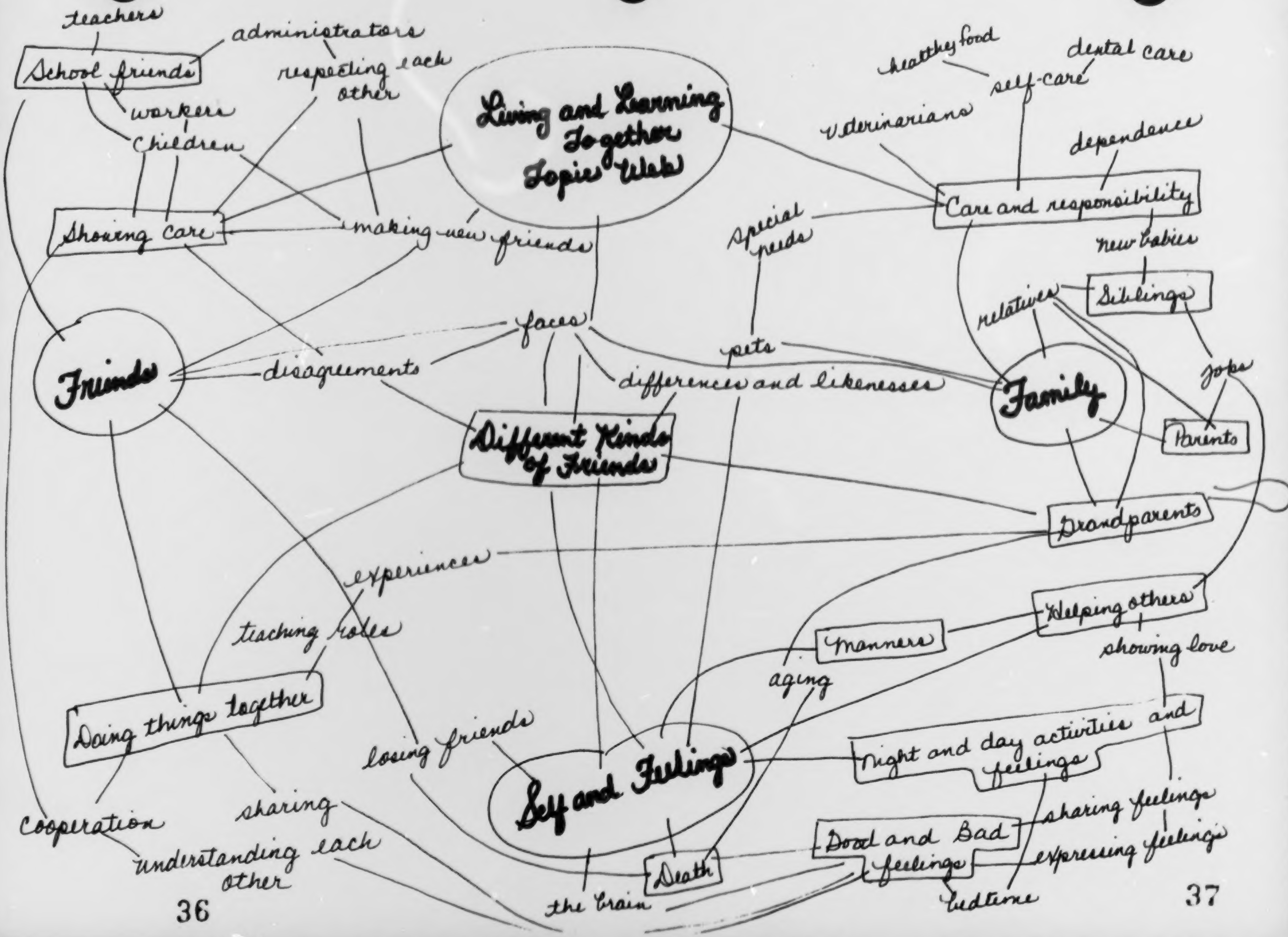
(P)	Photographs. A visual record of a child's participation in activities and projects. These may be used as a base for an (ECS).
(PA)	Product Analysis. A scale or set of criteria (written and unwritten) is used to assess the quality of a product produced by a child or children.
(PF)	Portfolio. A cumulative file of a child's products, including samples of art work, drawing/writing, dictation, photographs showing constructions, etc. Checklists and unit tests may be kept in the portfolio or not.
(V)	Videotape. A visual record of classroom activity and flow. This can also be used by the teacher as an extension of (O).
(SSC)	Social Skills Checklist. A tool to use in assessing social skills and behaviors of individuals in various school settings and in a variety of groupings.
(CCF)	Cumulative Card File. A cumulative record of a child's participation in activities such as recreational reading, which is added to by the child and monitored by the teacher.
(WC)	Writing Checklist. A checklist focused specifically on the characteristics of good writing as they are used by the primary child.
(RC)	Reading Checklist. A checklist to be used by the teacher in monitoring a child's progress in applying the various skills of reading.

Notes from the Authors

This resource is to be used CREATIVELY! The teacher and the children bring to these units the most important ingredient--themselves. Those of us who have worked in planning, developing, and publishing this Guide, have high hopes that it will serve to FREE teachers, not to LIMIT them. We wanted to take some of the drudgery out of planning and organizing skills and content so that the teacher would be able to focus on CHILDREN--their thoughts, their interests, their abilities, and their possibilities. Learning is the most EXCITING pursuit in our lives! Our conviction is that when teachers are EXCITED about their teaching, the children will be set on fire with enthusiasm for LEARNING. What we have tried to present here is a minute portion of that excitement. Take it, nurture it with the same belief and expectation that the little boy used when he planted "The Carrot Seed," and we think you'll need to borrow his wheelbarrow to collect all the evidence of learning that results. WE HOPE SO!

LIVING AND LEARNING TOGETHER

MILK
HEARING
SIGHT
SMELL
TASTE
FEELING
TOUCH
Brain
School
Math
School Bus
STOP
SAFETY
Pets


Living and Learning Together Topic Web
teachers
administrators
School friends
respecting each other
workers
Children
Showing care
making new friends
faces
Friends
disagreements
differences and likenesses
Different Kinds of Friends
experiences
teaching roles
Doing things together
Cooperation
sharing
understanding each other
losing friends
Self and Feelings
the brain
Death
healthy food
self-care
dental care
veterinarians
dependence
Care and responsibility
special needs
new babies
relatives
Siblings
pets
Family
jobs
Parents
Grandparents
Helping others
Manners
aging
showing love
Night and day activities and feelings
Good and Bad feelings
sharing feelings
expressing feelings
bedtime

TITLE OF UNIT Living and Learning Together

GENERAL GOALS TO GUIDE PLANNING:

1. KNOWLEDGE
   - a) Knowledge of self
   - b) Knowledge of others
   - c) Math concepts and systems
   - d) Knowledge of the physical world
   - e) Knowledge of cultures
   - f) Knowledge of the linguistic world
   - g) Knowledge of the biological world
   - h) Knowledge of the technical world
   - i) Knowledge of the arts & artifacts
   - j) Knowledge of past
   - k) Concept of the future
2. SKILLS
   - a) Creative thinking
   - b) Logical thinking
   - c) Physical control
   - d) Interaction & Communication
   - e) Visual form-making
   - f) Self-help
   - g) Musical
   - h) Artistic
   - i) Metacognitive processing
   - j) Decision making
   - k) Technology application
   - l) Problem solving
   - m) Stress management
   - n) Expression of ideas, feelings, and knowledge
3. ATTITUDES & DISPOSITIONS
   - a) Independence
   - b) Curiosity
   - c) Openness
   - d) Autonomy
   - e) Confidence in problem solving
   - f) Eagerness to learn new things
   - g) Appreciation for the fine arts
   - h) Persistence to overcome adversity
   - i) Flexibility
   - j) Appreciation for beauty and harmony
   - k) Appreciation of other cultures
   - l) Respect for self and others
   - m) Appreciation of cooperation
   - n) Personal sense of morality
   - o) Responsibility
4. FEELINGS
   - a) Trust
   - b) Concern for others
   - c) Competence & self worth
   - d) Positive feelings toward learning
   - e) Feeling that mistakes are a worthwhile component of the problem-solving process
   - f) Feelings of safety and security
   - g) Feelings of personal effectiveness
   - h) Feelings of inter-connectedness
   - i) Sense of meaning and purpose

METHODS OF EVALUATION:

(PA) Product Analysis
(ECS) Experience Chart Summary
(UT) Unit Test
(CCF) Checkout Card File
(C) Checklist
(P) Photographs
(IT) Informal Test
(WC) Writing Checklist
(O) Observation
(V) Videotape
(AR) Anecdotal Record
(RC) Reading Checklist
(L) Listening
(PF) Portfolio
(SSC) Social Skills Checklist
(MC) Math Checklist
(AT) Audio Tape

UNIT GOALS FOR LIVING AND LEARNING TOGETHER

KNOWLEDGE

a. The children will begin to construct stated concepts related to family, self, feelings, and friends.
b. The children will increase their understanding of human and animal characteristics and needs.
c. The children will begin to understand ideas of inter-dependence.
d. The children will develop an understanding of the care and responsibility required in competent pet ownership.
e. The children will develop an awareness of the varying roles played by different persons in the family, school, and community.
f. The children will demonstrate an awareness of socially acceptable behavior in a variety of everyday situations.
g. The children will begin to refine their concepts of friendship.
h. The children will increase their awareness of personal characteristics and individual differences.
i. The children will develop an awareness of the portrait as a particular type of visual representation.
j. The children will increase their awareness of non-verbal behavior as a way of communicating feelings.
k. The children will increase their knowledge of the parts of and uses for books.
l. The children will develop a concept of themselves as authors.
m. The children will develop an awareness of poetry as a particular form of writing.
n. The children will develop concepts of the "main character" and "main idea" in a story.
o. The children will develop the concept of rules as a way of managing group situations.
p. The children will recognize the letter as a specific form of writing.
q. The children will develop a knowledge of nutritional food groups.

SKILLS

a. The children will increase their skills in communicating feelings.
b. The children will improve their skills of listening to the ideas and feelings of others.
c. The children will develop various skills necessary for showing care for others and acting as a responsible friend.
d. The children will apply mathematical skills (counting, recognizing fractions, measuring, identifying shapes, telling time, sorting and group reading a calendar, adding with and without regrouping, graphing) to studying the immediate environment.
e. The children will increase their skills of visual representation.
f. The children will increase their writing skills through application of writing/drawing in a variety of contexts.
g. The children will increase their skills in sequencing ideas and events in logical order.
h. The children will improve oral communication skills through sharing their work in a variety of contexts.
i. The children will refine skills of sorting and grouping.
j. The children will develop the ability to construct a question and express it orally.
k. The children will refine the ability to control and change their feelings.
l. The children will develop skill in reading back their own writing.
m. The children will develop skills in comparing and contrasting in a wide variety of situations.
n. The children will develop skill in identifying words with similar phonetic patterns.
o. The children will develop skills of letter writing.
p. The children will apply art skills in constructing a game.
q. The children will refine the use of the senses in receiving new information.

ATTITUDES & DISPOSITIONS

a. The children will develop positive and respectful attitudes toward older people.
b. The children will develop an appreciation for helping roles played by people in a variety of contexts.
c. The children will develop a respect for the rights of people to choose varying lifestyles.
d. The children will increase their respect for the feelings of others.
e. The children will develop positive attitudes toward extending their ideas and thoughts by writing them down.
f. The children will develop appreciation for music as a form of expressing emotions.
g. The children will develop positive attitudes toward health and nutrition.
h. The children will develop an appreciation for cooperative effort as a tool for solving problems.

FEELINGS

a. The children will develop comfortable feelings toward their participation in activities involving more than one generation of participant
b. The children will develop an awareness of the changing nature of feelings.
c. The children will demonstrate appropriate feelings of compassion and caring for others.
d. The children will develop positive feelings about their writing and the writing of others.
e. The children will develop positive feelings toward mathematics as a way of increasing and recording information.

SPECIFIC CONCEPTS TO BE EMPHASIZED

Emphasis: Family

1. Family members are special because they care for us...feed us, clothe us, and help us.
2. Family members depend on each other and have responsibilities to one another.
3. Some people in our families may have jobs outside the home.
4. Our relatives are people in our families.
5. New babies bring changes within a family.
6. Sometimes parents divorce and children should know that it is not their fault.
7. Grandparents have lived longer and done more than most members of a family.
8. Because grandparents are older, we can learn many things from them.
9. Sometimes as people grow older some of their body parts (ears, eyes, teeth, etc.) don't work as well as they did.

10. Often children and younger people can be helpful to seniors.
11. It's o.k. to be sad when a family member dies, and it helps to share feelings with teachers and friends.
12. Death is a natural part of the cycle of life.
13. Pets are sometimes very special to families and are almost like family members.
14. Pets can be many different kinds of animals. Dogs, cats, birds, turtles, snakes, lizards and salamanders, cows, pigs, sheep, horses, ponies, rabbits, guinea pigs, gerbils, and mice are some common pets.
15. All pets require daily care: feeding, watering, housing, grooming, health care, love, and attention.
16. Pets require different kinds of care depending on their special needs and characteristics.
17. When choosing a pet, it is important to think about its needs and whether you can provide the best home to meet those special needs.
18. Veterinarians are animal doctors, and they can give advice on selecting and caring for pets.

Emphasis: Food, Nutrition, and Good Health

19. There are 4 major food groups plus an "extra" food group.
20. The 4 food groups are the bread and cereal group, fruit and vegetable group, the meat group, and the milk group.
21. Not all foods are healthy foods.
22. Foods with too much fat and sugar belong in the extra food group.
23. We should eat balanced meals.
24. People should be able to identify healthy and junk foods.
25. We use our senses to identify objects around us.
26. There are standard ways to set a table.
27. We should use good manners when eating.
28. Some foods contain ingredients from more than one food group.
29. Foods provide us with nutrients.
30. Different foods provide different nutrients, so we need to eat foods from all the food groups.
31. We need an adequate amount of sleep and exercise to keep us healthy.
32. We brush our teeth to keep them clean and cavity free.
33. There is a special way to brush our teeth.
34. Each person has a unique set of fingerprints.

Emphasis: Feelings

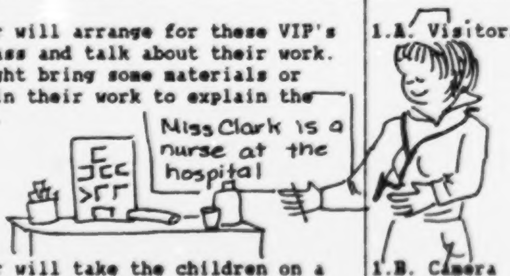
35. Everyone has feelings.
36. We have special feelings about ourselves and others.
37. Some things cause feelings that are good and other things make us feel bad.
38. It is o.k. to have many different feelings.
39. It sometimes makes us feel good to share our feelings.
40. We can learn from each other through sharing our feelings.
41. We can express bad feelings in many ways that do not hurt ourselves and others.
42. We show our love in many different ways.
43. We can show that we care about people by being nice to them.
44. Having good manners makes us pleasant to be around.
45. Our brain is the center for our emotions.

Emphasis: Friends

46. When we show we care about others, we make friends.
47. Friends can be different ages, different colors, different sexes, and can have different interests and different likes and dislikes.
48. There are some things we do well and some things our friends can do better, but we all have special talents and abilities.
49. Friends share with each other and learn from each other.
50. Friends can disagree and still be friends.
51. To get along with people and have many friends, we must sometimes compromise; we can't always expect to have our own way.
52. Friends show respect for each other's feelings and ideas.

53. Friends cooperate with each other and plan and work together.
54. We show love and caring for our friends in many different ways.
55. It is easier to care about others when we feel good about ourselves.
56. Being friendly with others makes our lives pleasant.
57. Sometimes we lose friends (when they move or die or stop doing the things we do), and we become sad.
58. We learn to make new friends by being nice to others and interested in the things they do.
59. Friends can share our feelings by being happy when nice things happen to us, by being understanding when we have a problem, and by being goc listeners.

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
1. School VIP's (V)	1.A. The children will meet the principal, guidance counselor, secretary, nurse, custodian, lunchroom workers, and other school helpers and learn about their jobs.	1.A. SS.16$_2$	1.A. OC.C34 H.20$_1$ H.20$_2$ H.20$_3$	1.A. The teacher will arrange for these VIP's to visit the class and talk about their work. The visitors might bring some materials or tools they use in their work to explain the roles they play.	1.A. Visitors	1.A. O L SSC
	1.B. The children visit the school VIP's in their work areas as they work.	1.B. SS.16$_2$	1.B. H.C23$_2$	1.B. The teacher will take the children on a short field trip to visit the school VIP's as they work. A special picture of each person will be taken for use on a bulletin board.	1.B. Camera Film	1.B. P O
	1.C. The children will help to create a school VIP bulletin board.	1.C. R.4,9$_1$ E.148$_2$	1.C. E.148$_1$ E.153$_2$ E.153$_3$	1.C. A bulletin board will be started by the teacher, who will post photographs of school workers in a suitable location, allowing ample room for children to add drawings and writing that will explain the roles of each worker.	1.C. Paper Pencils/markers Photos taken in previous activity	1.C. ECS AR
2. The Family (F)	2.A. The children will identify and describe their own facial characteristics.	2.A. R.3 E.340$_1$ S.C35	2.A. PE.C265 S.C35$_1$ S.C27$_2$	2.A. The teacher will provide a variety of mirrors so that the children can study their own facial characteristics. The teacher will discuss with the children ways that they are alike and different. Hair, eyes, noses, ears, face shape, coloring, dimples, etc., will be discussed and described. The children will be asked to experiment with ways they can change their faces through expression, and will be encouraged to make faces in the mirrors. The teacher will also ask children to describe how their image changes when they are close to and far from the mirror.	2.A. Mirrors - Convex Concave Regular Magnifying	2.A. L O
	2.B. The children will sort faces according to group-established criteria.	2.B. R.2,3,4 M.29 E.3,253$_1$	2.B. H.22$_1$ H.22$_2$ H.22$_3$	2.B. The teacher will have the children cut from magazines as many different faces as they can find. They will then work in small groups to sort an assortment of faces into groups. Each group will be asked to report how and why they sorted their faces as they did. The teacher will discuss with the children how they derived the criteria used for sorting. (Old and young have wrinkles or don't have wrinkles, different colors of skin mean people	2.B. Old magazines Scissors	2.B. L O IT SSC


Miss Clark is a nurse at the hospital
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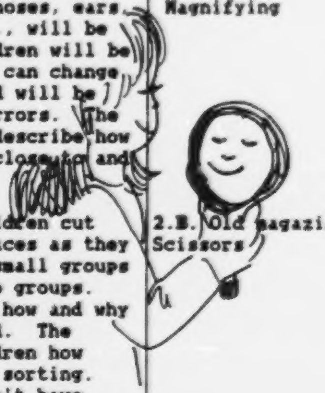
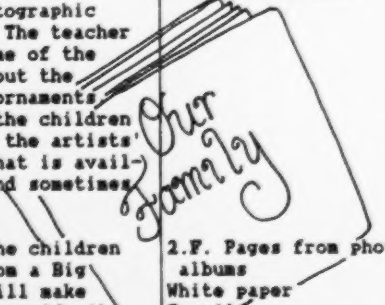
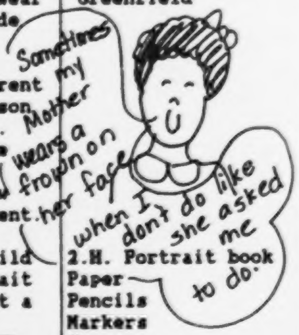


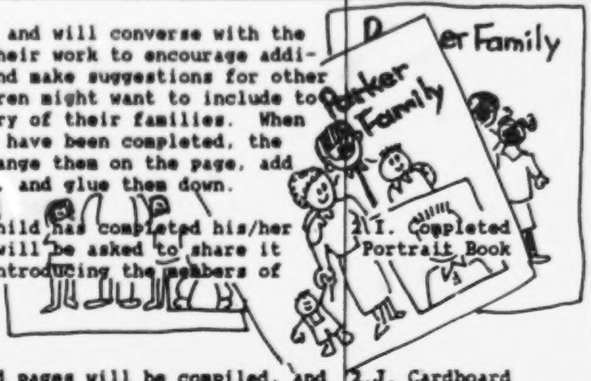
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				come from different groups, smiling and not smiling make happy and sad faces, etc.)		
	2.C. The children will describe details of their faces and their friends' faces.	2.C. R.115 E.340 S.C32$_1$ E.279 R.115$_2$ R.115$_3$	2.C. R.115 E.279 PE.C265 H.22$_1$ R.115 PE.C265 H.22$_2$ R.115 PE.C265 H.22$_3$	2.C. The teacher will give the children other opportunities to study their own faces in mirrors. The teacher will then divide the children into pairs. (This may be done by cutting selected faces from those collected into two parts. Each child can be given one-half of a face and asked to find the matching half. The teacher will talk about two halves making a whole.) The teacher will tell the children that both partners are to close their eyes and gently feel their own face, noticing where it feels high and low, cool and warm, bumpy and smooth, etc. Next the teacher will ask the children to gently feel their partner's face. Where is it high/low, bumpy/smooth, etc.? The teacher will ask the children to open their eyes and tell what differences they could feel in their faces and their friend's faces.	2.C. Mirrors Face pictures Scissors 	2.C. O L SSC
	2.D. The children will be able to define the word "portrait."	2.D. E.13,14,15, 16,17,18, 251,340 R.4,115 M.C*217,218$_1$ R.C*81,115$_2$ R.115$_3$	2.D. A.C22 R.C*81,115 E.251 SS.11$_1$ R.C*81,115 E.251 SS.11$_2$ R.115 E.251 SS.11$_3$	2.D. The teacher will introduce the children to several family portraits of different ethnic groups painted by various artists. ("Family" by Charles Alston, Instructor, 2/89; "Strutting Pigeon, Wife of White Cloud" by George Catlin, Instructor, 9/88; and "The Banjo Lesson" by Henry Tanner, Learning, 1/85. These are but a few of those showing adults with children.) The teacher will ask the children to describe the faces they see in the portraits and to notice details used by the artists that help to tell about the people. As they talk about the pictures, the teacher will have the children talk about where the elements they see appear in the painting (i.e., at the top, at the bottom, on the R. or L. sides, beside, below, inside, outside, in front of, behind, etc.). The teacher will also ask the children to tell about the shapes, colors, and textures that they see in the paintings. Finally, the teacher will ask the children to say what story the painting tells to them.	2.D. Family portrait paintings 	2.D. AR UT L

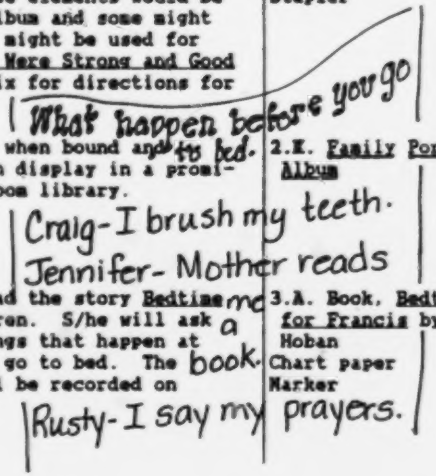
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	2.E. The children will be able to tell that a "portrait album" contains pictures of people.	2.E. E.340 R.3.4$_1$ R.C*81$_3$	2.E. R.C*81$_1$ R.C*81$_2$	2.E. The teacher will show the children a sample family album featuring photographic individual and family portraits. The teacher will discuss with the children some of the ways the pictures tell stories about the people (i.e., sizes, activities, ornaments, etc.) The teacher will also ask the children to notice how the photographs and the artists' portraits fill the entire space that is available, sometimes with the people and sometimes with other details.	2.E. Photo album	2.E. O
	2.F. The children will create self-portraits.	2.F. R.3.4.10$_1$ R.C*81 E.279$_3$	2.F. R.C*81 E.279$_1$ R.C*81. C*279$_2$	2.F. The teacher will then show the children sample pages (about 18" x 24") from a Big Family Portrait album that they will make together. The teacher will next provide the children with smaller sheets of paper (8 1/2" x 11") and will ask them to make portraits of themselves, being careful to put in all the details of their own faces and bodies that they have noticed.	2.F. Pages from photo albums White paper Pencils Crayons/markers	2.F. PA OPC
	2.G. The children will describe how facial expressions change as the emotions change.	2.G. R.3.4.10$_1$ E.279 R.C*81 E.279$_3$	2.G. R.C*81 E.279$_1$ R.C*81. C*279$_2$	2.G. The teacher will read the book Grandpa's Face by E. Greenfield. The teacher will talk about how the people we know and love can wear different faces, just as we did when we made our faces look different by changing our expressions. Each child will be asked to think of someone they know who wears different faces, and to tell the class about the person and what makes his/her face look different. Then the teacher will show the children the large illustrations (by Floyd Cooper) of Grandpa's face and ask them to describe how the artist made Grandpa's face look different.	2.G. Book, Grandpa's Face by E. Greenfield	2.F. L
	2.H. The children will create portraits and write labels for the members of their families.	2.H. E.1.4.C33. 34.148.251 R.3$_1$ E.37.38. *148$_2$	2.H. E.37.38.*148 A.C22$_1$ A.C22$_2$ A.C22$_3$	2.H. The teacher will explain that each child will have one big page of the Family Portrait album. On his/her page each child will put a self-portrait and group and/or individual pictures of other members of the family. The teacher will talk about the "family name" and will ask each child to make a label, with very neat lettering, to go at the top of his/her page. During the time (probably two or more weeks) when children are working on their pictures, the teacher will ask for frequent	2.H. Portrait book Paper Pencils Markers Crayons Glue Scissors	2.H. PA O AR L




Sometimes my Mother wears a frown on her face
when I don't do like she asked me to do.

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				progress reports, and will converse with the children during their work to encourage addition of details and make suggestions for other content the children might want to include to help tell the story of their families. When all the portraits have been completed, the children will arrange them on the page, add individual labels, and glue them down.		
	2.I. The children will identify the members of their families and tell about each one.	2.I. E.251,340$_1$ E.279$_3$	2.I. E.251,279$_1$ E.279$_2$	2.I. After each child has completed his/her album page, s/he will be asked to share it with the class, introducing the members of his/her family.	2.I. Completed Portrait Book	2.I. L O
	2.J. The children will discuss the parts of a book.	2.J. R.C*105$_3$	2.J. R.C*105$_1$ R.C*105$_2$	2.J. The completed pages will be compiled, and the group will talk about other things they might like to add before the book is bound. A published Big Book might be used as an example to show: the Title Page, the Table of Contents, etc. Some of these elements would be included in a portrait album and some might not. (Another book that might be used for illustration is And They Were Strong and Good by R. Lawson (See appendix for directions for bookbinding).	2.J. Cardboard Markers Duct tapecils Family Portrait Album Staples Stapler	2.J. L
	2.K. The children will look at the book and talk about the family pages with their friends.	2.K. R.113,114$_1$ R.113,114$_2$ R.113,114$_3$	2.K. R.113,114$_1$ R.113,114$_2$ R.113,114$_3$	2.K. The completed book, when bound and titled, will be placed on display in a prominent place in the classroom library.	2.K. Family Portrait Album	2.K. CCF
3. Bedtime Book	3.A. The children will think about a family time and what happens when it is time for bed.	3.A. E.340,341 R.4,9,10$_1$ E.337$_2$ R.C*70$_3$	3.A. R.C*70$_1$ R.C*70$_2$	3.A. The teacher will read the story Bedtime for Frances to the children. S/he will ask the children to name things that happen at their houses before they go to bed. The children's responses will be recorded on experience chart paper.	3.A. Book, Bedtime for Francis by R. Hoban Chart paper Marker	3.A. ECS



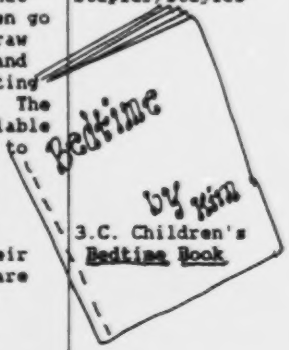

What happen before you go to bed.

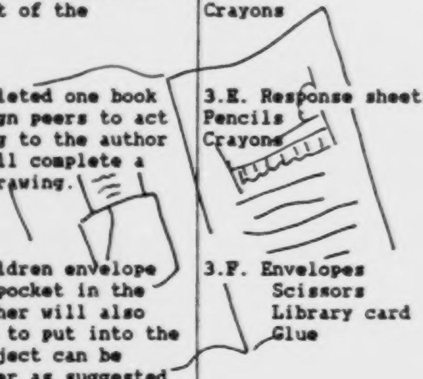
Craig-I brush my teeth.

Jennifer-Mother reads me a book.

Rusty-I say my prayers.

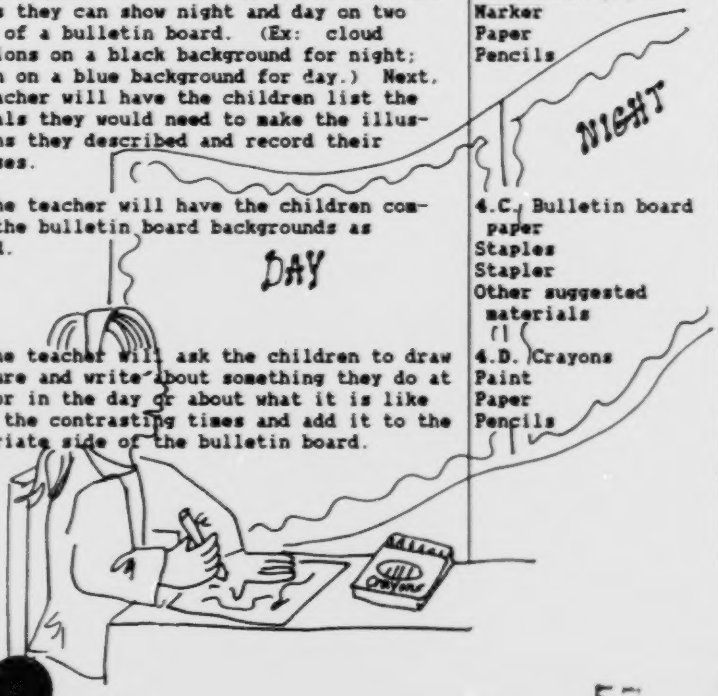
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	3.B. The children will describe a sequence of happenings related to going to bed.	3.B. E.340,341 R.10$_1$ E.35,36,37,38,39$_2$	3.B. A.C3$_2$ A.C3$_3$	3.B. The teacher will ask the children to think of four or more things that happen at their houses before the children are asleep. S/he will make available in a learning center paper 4 1/2" x 8 1/2" and will instruct the children to use one page for each thing that happens at their houses before the children go to sleep. The children will be told to draw their responses using markers or crayons and to write about each event. (Scribble-writing and phonetic writing will be encouraged.) The teacher will make construction paper available for covers and will show the children how to use two pieces of construction paper and staple it along the edges to make a book.	3.B. Paper (4 1/2" x 8 1/2") Markers Crayons Construction paper Stapler/staples	3.B. O
	3.C. The children will select and share orally a selected page from their books.	3.C. E.340$_1$	3.C. H.20$_1$ H.20$_2$ H.20$_3$	3.C. At the end of the first day, after a small group of children have completed their booklets, the teacher will ask them to share one page that they choose with the entire class.	3.C. Children's Bedtime Book	3.C. O L
	3.D. The children will be encouraged to continue the book-making experience.	3.D. E.2,25,26,32,48 R.25$_1$	3.D. H.24$_1$ H.24$_2$ H.24$_3$	3.D. The children will be told that after they complete their Bedtime Book, they may make an alphabet book using the A-U items named by Frances in the book and adding their own V-Z items themselves. This will be introduced by the teacher as an optional part of the project.	3.D. Construction paper Writing paper Pencils Markers Crayons	3.D. PA
	3.E. The children will "read" their completed books to a peer.	3.E. R.4$_1$	3.E. H.22 E.83$_1$ E.83$_2$ E.83$_3$	3.E. After each child has completed one book or more, the teacher will assign peers to act as responders. After listening to the author read his/her book, the peer will complete a response sheet using writing/drawing.	3.E. Response sheets Pencils Crayons	3.E. O PA PF
	3.F. The children will select books written by their peers for independent "reading."	3.F. E.4 R.112$_1$ R.112$_2$	3.F. H.24$_1$ R.112 H.22,24$_2$	3.F. The teacher will give children envelope halves and ask them to glue a pocket in the back of their books. The teacher will also make available check-out cards to put into the books. (This phase of the project can be completed in the learning center as suggested above.) The books will be made available to	3.F. Envelopes Scissors Library card Glue	3.F. PA O

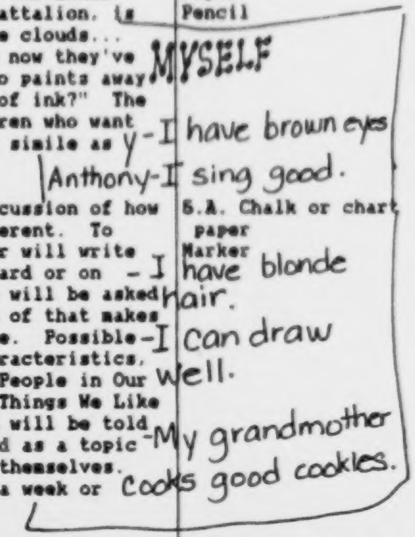
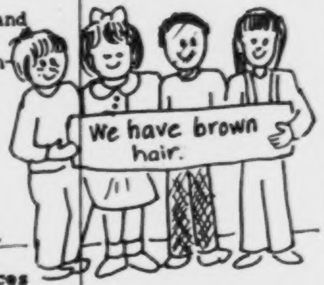


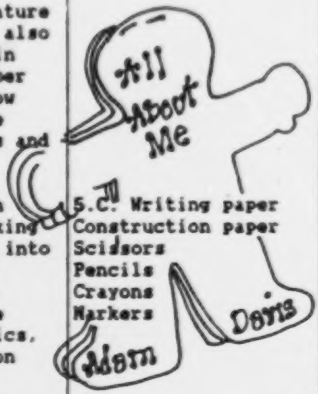


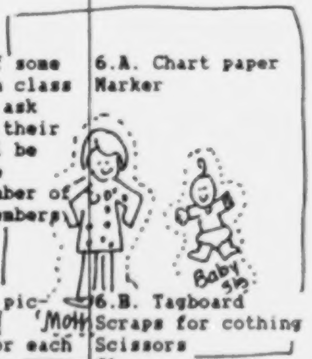
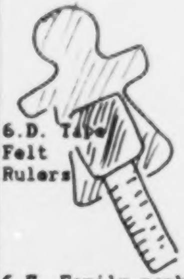
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.112$_3$	R.112 H.22,24$_3$	the children during Silent Sustained Reading time.		
4. Night and Day Bulletin Board	4.A. The children will compare the activities of night and day.	4.A. R.3,10,C44 E.290$_1$ R.C44$_2$ R.C44$_3$	4.A. R.C44$_1$ R.C44$_2$ R.C44$_3$	4.A. The teacher will read selected poems from My Parents Think I'm Sleeping over a period of a week or two. After the children are familiar with several poems, the teacher will ask them to describe several things that the children in the poems did at night that they couldn't do during the day. The teacher will record the children's responses on the chalkboard or on chart paper. After listing the things we can do at night, the teacher will have the children make a similar list of things they can do during the day that they can't do at night.	4.A. Book, My Parents Think I'm Sleeping by J. Prelutsky Chart paper Marker	4.A. ECS L
	4.B. The children will be able to name characteristics of night and day and list materials required to construct a bulletin board on that topic.	4.B. E.253$_1$		4.B. The teacher will have the children think of ways they can show night and day on two halves of a bulletin board. (Ex: cloud formations on a black background for night; the sun on a blue background for day.) Next, the teacher will have the children list the materials they would need to make the illustrations they described and record their responses.	4.B. Chart paper Marker Paper Pencils	4.B. L ECS
	4.C. The children will construct day and night bulletin board backgrounds.	4.C. E.3$_1$	4.C. A.29$_1$	4.C. The teacher will have the children complete the bulletin board backgrounds as planned.	4.C. Bulletin board paper Staples Stapler Other suggested materials	
	4.D. The children will write or draw about a night-time or day-time activity.	4.D. R.10 E.1,2,253, SS.13$_1$ E.344$_3$	4.D. E.344$_1$ E.344 A.C29$_2$ A.C23$_3$	4.D. The teacher will ask the children to draw a picture and write about something they do at night or in the day or about what it is like during the contrasting times and add it to the appropriate side of the bulletin board.	4.D. Crayons Paint Paper Pencils	4.D. L O PA

Night	Day
Read Watch TV See the stars	Play outside See the sun

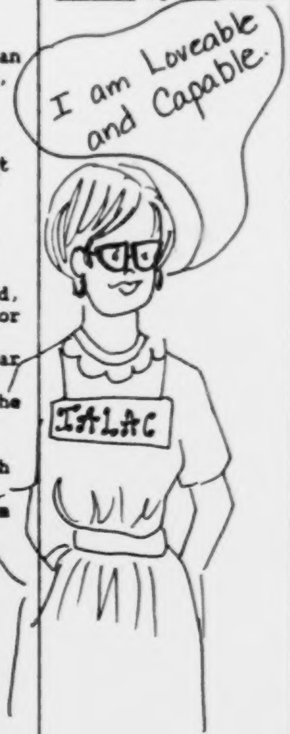


Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	4.E. A small group of children will be encouraged to write using poetic or figurative language.	4.E. E.253$_1$ R.C*60$_3$	4.E. E.344 R.C*60,80$_1$ E.344 R.C*60,80$_2$ R.80$_3$	4.E. The teacher will choose samples of figurative language from the poems to share with a small group of children as examples of language that makes a picture in our minds. (Ex: "...sounds like a monkey battalion, is dancing on needles and pins"; The clouds... were flocks of silent sheep, but now they've turned to smokey wolves..."; "Who paints away the garden when the sky's a sea of ink?" The teacher will encourage the children who want to, to use a poem or metaphor or simile as their written form.	4.E. Variety of poems using figurative language Paper Pencil	4.E. L O PA
5. "Self" Books	5.A. The children will analyze and describe various characteristics of themselves.	5.A. R.C*81 E.340$_1$ R.C*81$_3$	5.A. R.C*81$_1$ R.C*81$_2$	 MYSELF y-I have brown eyes Anthony-I sing good. -I have blonde hair. -I can draw well. -My grandmother cooks good cookies. 5.A. The teacher will lead a discussion of how we are alike and how we are different. To introduce the project the teacher will write the word "MYSELF" on the chalkboard or on large chart paper. The children will be asked to name something they can think of that makes them different from everyone else. Possible responses include: Physical Characteristics, Special Likes and Dislikes, the People in Our Families, Places Where We Live, Things We Like to Do, Names, etc. The children will be told that each suggestion will be used as a topic in a book they will write about themselves. The book will be completed over a week or more.	5.A. Chalk or chart paper Marker	5.A. O L SSC
	5.B. The children will sort themselves into appropriate groupings according to physical characteristics.	5.B. M.29,54$_1$ E.279$_3$	5.B. E.279 M.54 E.279$_2$	5.B. On the first day, the children will group themselves according to natural physical features: "Those who have brown, blond, black, and red hair." "Those who are taller, shorter, and in-between." "Those who have different colors and shades of skin." "Those who have different shapes of faces." "Those who have brown, black, blue, hazel, green, or other eyes." "Those who have the largest, smallest, and in-between hands and feet." The teacher will emphasize that differences are interesting and that no characteristic is better or worse. This can be illustrated by	5.B. Group labels Children  We have brown hair.	5.B. O L

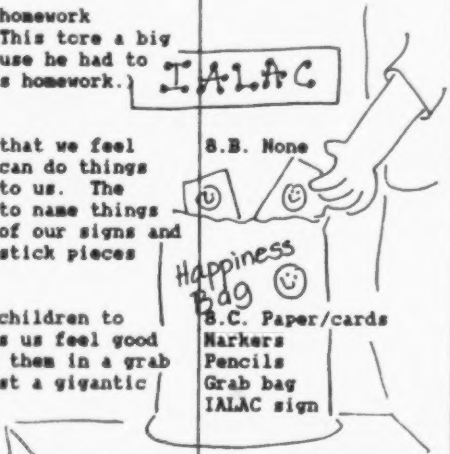
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				specific examples indicating when each feature might be advantageous. The children will also be asked to count the number of children in specified groups and to determine the number of children in combined groups: i.e., "How many blue eyes?" "How many boys have blue eyes?" "How many are in the group of boys and girls with blue eyes?"		
	5.C. The children will use writing and drawing to tell about themselves.	5.C. E.1,2,3,4, 31,48$_1$	5.C. E.279,344$_1$	5.C. The teacher will provide the children with standard-size paper to be used in making a book about themselves. This can be cut into a body shape or children can use assorted materials to make a self-portrait for the cover of a rectangular booklet. After the discussion of their physical characteristics, the children will be asked to write/draw on the topic, "How I Look."	5.C. Writing paper Construction paper Scissors Pencils Crayons Markers	5.C. PA
	5.D. The children will join in discussing other aspects of their lives.	5.D. E.48,51$_1$		5.D. On subsequent days the teacher will lead discussions related to the various topics generated by the children. After each discussion the children will work on another page for their booklets.	5.D. Same	5.D. PA
	5.E. The children will "read" their books to the class and will respond to comments and questions from the teacher and their classmates.	5.E. E.48$_1$	5.E. OC.1,18,C20$_2$ OC.1,18,C20$_3$	5.E. As individual children complete their booklets, the teacher will ask them to "read" their books to the class. The teacher will model for the class appropriate responses to "book-sharing" by commenting on specific features included in each book, and by asking the "author" to elaborate: i.e., "Johanna, I like the way your hair looks in that picture. Could you tell us how you did it?" OR "Buster, you told us the names of your sisters, but can you tell us your brother's name?" OR "Matthew, I enjoyed the pictures you drew about the trips you have taken. Do you think you could write more about them?"	5.E. Booklet pages	5.E. O L SSC
	5.F. The children will choose to "read" books written by others in the class.	5.F. R.112$_1$ R.112$_2$ R.112$_3$	5.F. R.112$_1$ R.112$_2$ R.112$_3$	5.F. The teacher will provide check-out cards and pockets to be glued into the back of each book. The books will then be put into a central location (a book rack, a book basket, or a shelf) for children to check-out and "read" during S.S.R. or to share with their	5.F. Library cards and pockets or envelopes	5.F. O CCF

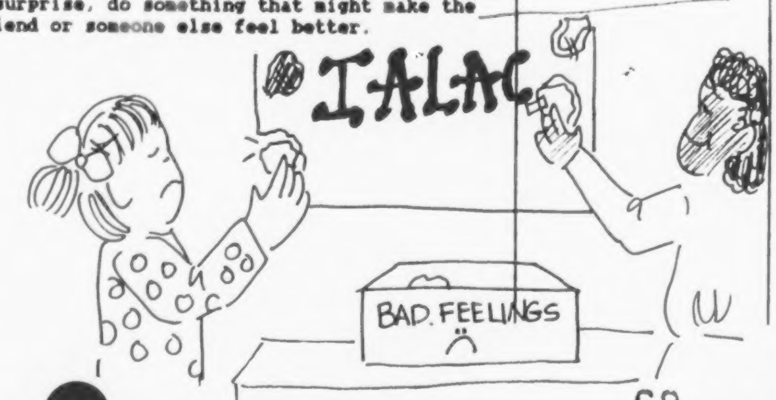
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				parents at home. Pair reading between children will be encouraged.		
6. Family Portraits	6.A. The children will identify differences and likenesses in their families.	6.A. R.3.4 $E.251_1$	6.A. $E.251_1$ $SS.C3_2$	6.A. The teacher will remind children of some of the different characteristics of each class member as previously discussed and will ask them to tell some of the differences in their families. The children's responses will be recorded on the chalkboard or on a large chart. Possible responses include: Number of People in the Family, Names of Family Members, Ages of Family Members, Roles of Family Members, etc.	6.A. Chart paper Marker 	6.A. L ECS
	6.B. The children will create family portraits.	6.B. $E.1,3,4,51_1$	6.B. $A.C3_2$ $A.C3_3$	6.B. Each child will be asked to draw a picture of each member of his/her family (allowing a 4" x 5" piece of tagboard for each drawing) and to dress each in appropriate clothing made from assorted materials. These portraits will be cut around the edges to make individual figures.	6.B. Tagboard Scraps for cothing Scissors Glue Pencils Crayons Markers	6.B. PA
	6.C. The children will practice letter formation.	6.C. R.25,26,29 $E.20,21,22,29,30_1$	6.C.	6.C. The teacher will ask the children to make name labels for their family pictures on strips of about 3" x 6". If a child requests assistance, the teacher will write the names requested with a yellow marker or highlighter and show the child how to trace over the guide with a black felt marker. These name cards will be collected for later use.	6.C. Paper strips Pencil Yellow marker 	6.C. PA-UT
	6.D. The children will use puppets to act out roles of family and friends.	6.D. $R.3.4_1$	6.D. $H.20_1$ $H.20_2$ $H.20_3$	6.D. The teacher will tape a pocket made from a 1 1/2" x 4" piece of felt to the back of each figure so that a ruler can be slipped inside to make a stick puppet. The figures will be kept in an available location accessible to the children.	6.D. Tape Felt Rulers	6.D. O
	6.E. The children will sort figures into family groups and match labels to pictures.	6.E. R.1,2,C*44 M.29 $E.251,290_1$	6.E. R.C*44,C*60, C*81 E.251 $H.22_1$	6.E. The teacher will ask the children to work in pairs or small groups and to use the figures as materials for sorting into family groups. The family portrait book discussed previously may be used as a resource for sorting.	6.E. Family member figures	6.E. O
		$R.C*44_2$	R.C*44 $H.22_2$			

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.C*44$_3$	R.C*44 H.22$_3$			
7. Feelings Book	7.A. The children will name things that make them happy, sad, angry, and afraid.	7.A. R.4$_1$ R.C*81$_3$	7.A. H.C23 R.C81$_1$ H.C23$_2$ H.C23$_3$	7.A. The teacher will talk about feelings and and how they change. The teacher will brainstorm things to add to each of four lists: "Things That Scare Me," "Things That Make Me Angry," "Things That Make Me Sad," and "Things That Make Me Happy." The teacher will list children's responses on the charts.	7.A. Experience chart paper Marker	7.A. ECS SSC
	7.B. Each child will describe a time when s/he felt a particular way.	7.B. E.3,4,341$_1$ E.344$_3$	7.B. E.344$_1$ E.344$_2$	7.B. The teacher will provide heavy paper, cardboard covers, and a stapler so that children can make their own books. Included in the books will be pages for "Something That Makes Me Happy," "Something That Makes Me Sad," "Something That Makes Me Angry," and "Something That Makes Me Afraid." A variety of cloth and paper scraps will be provided so that children can illustrate selected incidents using a collage technique.	7.B. Paper Cardboard covers Stapler/staples Scraps of cloth and paper Glue Markers	7.B. PA
	7.C. Each child will compose a complete sentence to describe each of four different incidents and will write the sentence using the teacher's model as a guide.	7.C. R.3,4,24,25, 26 E.29,39,48, 344$_1$ E.35,36,37, 38,39$_2$ E.*184,*185, 344$_3$	7.C. E.37,*148, *149,*150, *184,*185, 344,C346, C347$_1$ E.40,C41,42, 43,44,45, 46,47$_3$	7.C. The teacher will have the children dictate a sentence about each picture and will write it on the top line of a two-line sentence strip so that children can copy the sentence in their own printing directly under the teacher's writing. The strips should be slightly shorter than the book page, so that as the pages are organized, the sentence can be glued on a blank page opposite the picture.	7.C. Sentence strips Markers "Feelings" Book	7.C. PA
	7.D. The children will count pages, write appropriate numbers and make a Table of Contents.	7.D. M.C8$_1$ R.C*105$_3$	7.D. R.C*105 M.C8$_1$	7.D. The teacher will show the children how to number the pages of their books and how to prepare a Table of Contents.	7.D. "Feelings" Book Markers Paper Letter guides	7.D. PA

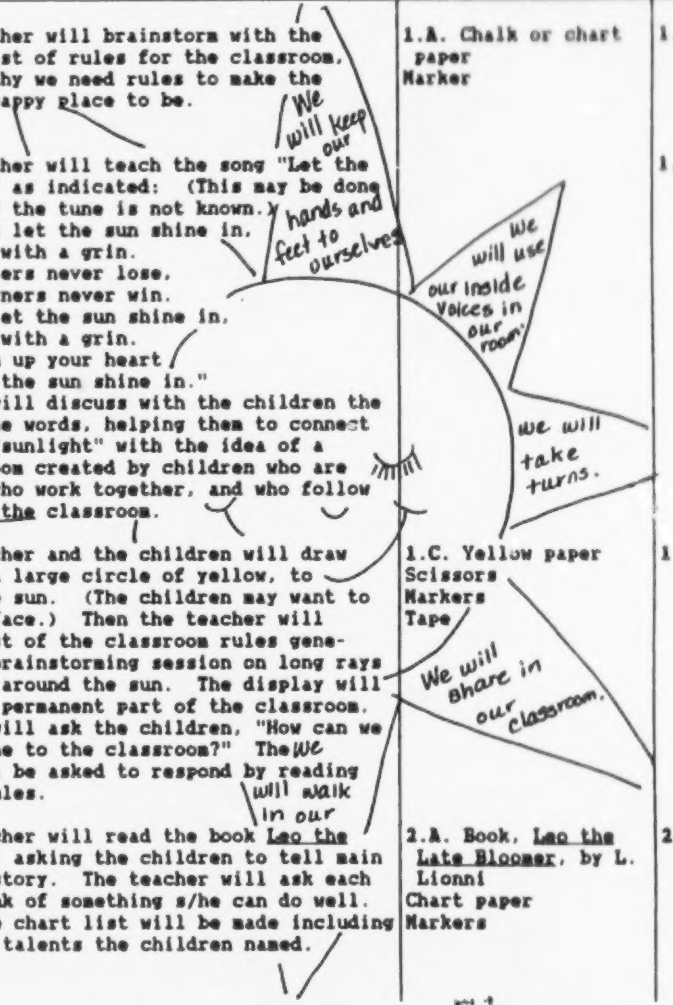
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	7.E. The children will complete production of a personal book.	7.E. O.46$_1$	7.E. E.37,38$_1$ A.42$_3$	7.E. The teacher will have the children make a collage cover for their booklets with a title of their choice. The teacher will assist when children request. Time will be provided so that children may share a favorite page from their books with other children in the class.	7.E. "Feelings" Book Collage materials Cover stock Glue Scissors	7.E. L PA
8. IALAC	8.A. The children will listen to a story and explain how they identify with the main character.	8.A. R.10$_1$ SS.C2$_2$		8.A. The teacher will come into the classroom wearing a big sign that reads: IALAC. The children, of course, will want to know the meaning of the sign. After curiosity is sufficiently aroused, and children have had an opportunity to guess the meaning of the sign, the teacher will tell a story based on the Sidney Simon book, I am Lovable and Capable, and will explain the interpretation of the letters through the story. The teacher might begin with a personal tale of him/herself or of an imaginary child, telling about many things that happen during a typical day to tear pieces from or add pieces to the IALAC sign. (Example: Mike woke up one morning with his mom shaking him. "Get up," she said, "you turned off your alarm and you're late for school. I'll have to drive you." So Mike jumped into his clothes and ran out to the car without his breakfast. (Tear off a piece of the sign.) When he walked into the school, he knew he had forgotten something else...his homework. He felt SO-O-O BAD. (Tear off a piece of the sign.) He ran back out to catch his mom, but he was too late. (Tear off another piece.) When he got to his classroom his teacher said, "Mike, you're late again! (And another.) You will have to stay in at recess." (And another.) Mike saw his best friend Tony give a hidden wave and a smile from across the room, and he felt a little better. (Stick a piece back on the sign.) The first question of the day was, "Who can tell me the name of the ship the Pilgrims sailed on when they came to America?" Mike was the first one with his hand up, the teacher called on him, and he was right! He felt much, much better. (Tape a big piece back on the sign.) The next thing the teacher	8.A. I am Lovable and Capable by S. Simon  I am Loveable and Capable. IALAC	8.A. O

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				said was "Please pass up your homework drawings of the Mayflower." (This tore a big piece out of Mike's sign, because he had to confess that he didn't have his homework.) ETC., ETC., ETC.		
	8.B. The children will talk about things that make them feel bad about themselves.	8.B. E.340$_1$ H.7 SS.C2$_2$	8.B. H.C23$_1$	8.B. The teacher will explain that we feel "Lovable and Capable" when we can do things well and when people are nice to us. The teacher will ask the children to name things people do that rip pieces out of our signs and things people do that help us stick pieces back.	8.B. None	8.B. SSC L
	8.C. The children will explain things others do and things they do that make them feel good about themselves.	8.C. E.35,36,37, 38,39,*148, *149,*150$_2$	8.C. E.37,38,344$_1$ E.62$_2$	8.C. The teacher will ask the children to write/draw something that makes us feel good on a "happiness card" and drop them in a grab bag. Then the teacher will post a gigantic IALAC sign in the room.	8.C. Paper/cards Markers Pencils Grab bag IALAC sign	8.C. O
	8.D. The children will demonstrate that they can help others to change their feelings and that they will feel better about themselves when they help others.	8.D. SS.C2$_2$	8.D. H.20,C23$_1$	8.D. The teacher will explain to the children that when something makes them feel bad about themselves, they should go and tear off a piece of the big sign and put the piece into a box marked "Bad Feelings." When someone does something nice or when they feel good about what they have done or learned, they can tape a piece back onto the sign. If a child sees someone tear a piece off the sign, a friend should choose a "Happiness Card" and later, as a surprise, do something that might make the friend or someone else feel better.	8.D. IALAC sign "Bad Feeling" box Grab bag of Happiness Cards Scotch tape	8.D. SSC O

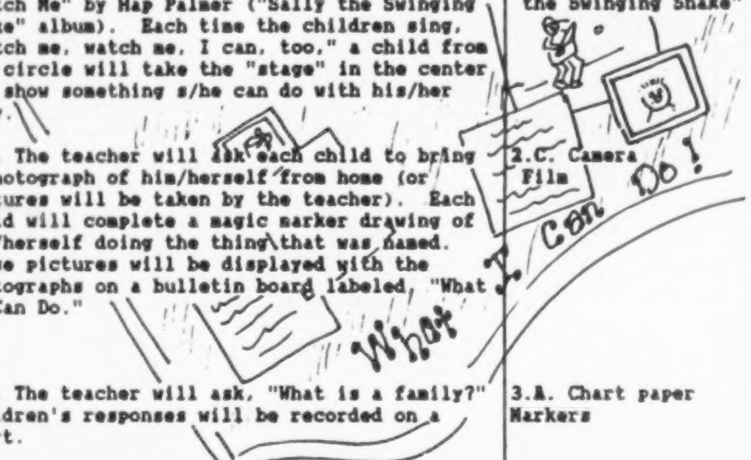




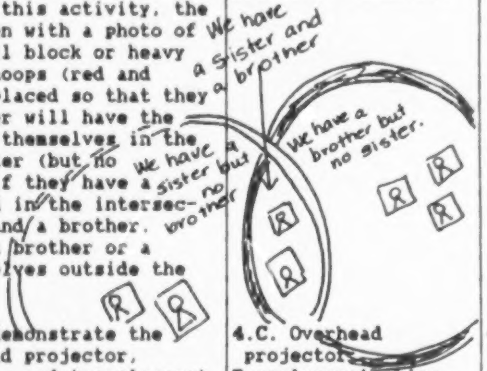
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
1. Let the Sun Shine In	1.A. The children will participate in developing rules for the classroom.	1.A. R.3 $SS.12_1$	1.A. H.44, C58, 59, $C88_3$	1.A. The teacher will brainstorm with the children a list of rules for the classroom, emphasizing why we need rules to make the classroom a happy place to be.	1.A. Chalk or chart paper Marker	1.A. O SSC
	1.B. The children will learn to sing a song about positive attitudes.	1.B. SS.12 R.3 $E.49_1$	1.B. H.23 $R.80_1$	1.B. The teacher will teach the song "Let the Sun Shine In" as indicated: (This may be done as a poem, if the tune is not known.) "Just let the sun shine in, Face it with a grin. Smilers never lose, And frowners never win. So let the sun shine in, Face it with a grin. Open up your heart And let the sun shine in." The teacher will discuss with the children the meaning of the words, helping them to connect the idea of "sunlight" with the idea of a happy classroom created by children who are thoughtful, who work together, and who follow the rules of the classroom.		1.B. O L
	1.C. The children will "read" the rules of the classroom from a teacher-made display.	1.C. E.3, 27, 48 $R.3_1$ $E.9_2$		1.C. The teacher and the children will draw and cut out a large circle of yellow, to represent the sun. (The children may want to add a happy face.) Then the teacher will write the best of the classroom rules generated by the brainstorming session on long rays and put them around the sun. The display will be kept as a permanent part of the classroom. The teacher will ask the children, "How can we bring sunshine to the classroom?" The children will be asked to respond by reading one of the rules.	1.C. Yellow paper Scissors Markers Tape	1.C. L
2. I Can, Too	2.A. The children will listen to a story about animals with different talents and identify the main idea.	2.A. $R.3_1$ R.C*64, C*81 $S.C5_3$	2.A. R.C64, C81 $S.C5_1$ $R.C65_2$	2.A. The teacher will read the book Leo the Late Bloomer, asking the children to tell main idea of the story. The teacher will ask each child to think of something s/he can do well. An experience chart list will be made including all of those talents the children named.	2.A. Book, Leo the Late Bloomer, by L. Lionni Chart paper Markers	2.A. ECS SSC

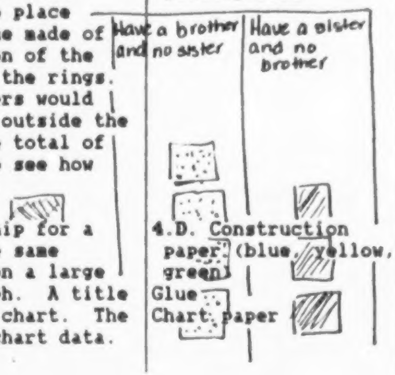

We will keep our hands and feet to ourselves
We will use our inside voices in our room.
We will take turns.
We will share in our classroom.
We will walk in our

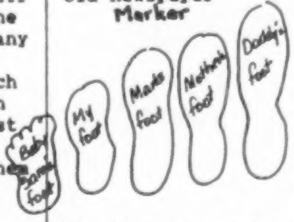
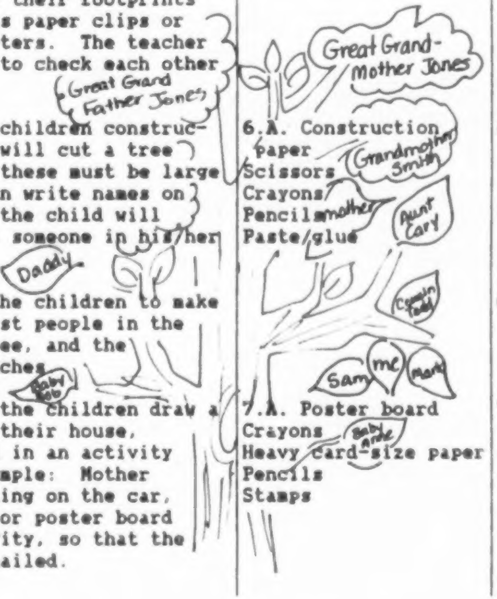
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	2.B. The children will participate in singing and acting out a song.		2.B. PE.C192, C196,C263$_1$ PE.C264$_2$	2.B. The teacher will play and teach the song, "Watch Me" by Hap Palmer ("Sally the Swinging Snake" album). Each time the children sing, "Watch me, watch me, I can, too," a child from the circle will take the "stage" in the center and show something s/he can do with his/her body.	2.B. Album, "Sally the Swinging Snake"	2.B. O
	2.C. The children will create pictures showing something they can do.	2.C. E.27 R.10$_1$ A.C1$_3$		2.C. The teacher will ask each child to bring a photograph of him/herself from home (or pictures will be taken by the teacher). Each child will complete a magic marker drawing of him/herself doing the thing that was named. These pictures will be displayed with the photographs on a bulletin board labeled, "What We Can Do."	2.C. Camera Film	2.C. PA
Emphasis: Family						
3. What is a Family?	3.A. The children will define the word "family."	3.A. R.3,4 E.251$_1$	3.A. R.C37 E.251$_1$	3.A. The teacher will ask, "What is a family?" Children's responses will be recorded on a chart.	3.A. Chart paper Markers	3.A. ECS
	3.B. The children will identify roles of the members of a family.	3.B. E.3,4,48, 183,251$_1$ SS.5 H.7$_2$	3.B. E.251$_1$ H.36$_2$	3.B. The teacher will ask, "What does a family do? Why do we have a family?" Responses will be recorded on the chart. The teacher will call attention to conventions of writing such as capitalization, spacing of sentences, and punctuation during the writing and while reviewing the chart.	3.B. Chart paper Markers	3.A. O
4. Sibling Sets	4.A. The children will identify themselves as part of one or more sets.	4.A. M.C15,29,31, 62$_1$ M.C*21$_2$	4.A. M.C*21$_2$ M.244$_3$	4.A. The teacher will ask all the children who have a sister (but don't have a brother) to gather in one part of the room. The teacher will ask the children who have a brother (but no sister) to gather in another part of the room. Someone in each group will count how many children there are in the group and choose a number to represent the group and put on a chart prepared by the teacher. Next the teacher will ask the children who have a brother and a sister to go to a third spot in the room. This set will be counted and given a number.	4.A. Numbers Chart	4.A. O


What I Can Do!

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	4.B. The children will use representational form to show their group membership.	4.B. M.29.C239, $C250_1$	4.B. $M.244_3$	4.B. The teacher will take a Polaroid picture of every four children and cut them apart to make a composite sheet of the entire class, with each photo being a standard size. This sheet will be copied to provide pictures of a variety of activities. For this activity, the teacher will provide children with a photo of themselves glued onto a small block or heavy cardboard. Using two hula hoops (red and blue) or other large rings placed so that they slightly overlap, the teacher will have the children place a picture of themselves in the red hoop if they have a sister (but no brother), in the blue hoop if they have a brother (but no sister), and in the intersection if they have a sister and a brother. Some children may not have a brother or a sister, so they place themselves outside the hoops.	4.B. Film Camera Red hula hoop Blue hula hoop Blocks or cardboard	4.B. O P
	4.C. The children will use an abstract form to show the siblings in their family.	4.C. M.C15,29, C35,54, $C"63_1$	4.C. $M.C250_1$ $M.244_3$	4.C. The teacher will then demonstrate the same activity on the overhead projector, asking each child to choose a red transluscent chip if they have a sister and no brother, a blue transluscent chip if they have a brother and no sister, and a yellow transluscent chip if they have a brother and a sister. The children would come up, in turn, to place their chips in rings of red and blue made of transparency film. The intersection of the sets would be shown by overlapping the rings. Children with no brothers and sisters would place green chips on the overhead, outside the rings. The children will count the total of set A + set B and subtract set C to see how many have just brothers or sisters.	4.C. Overhead projector Transluscent chips (blue, yellow, green) Blue and red transparency film	4.C. IT O MC
	4.D. The children will make a graph of their siblings.	4.D. $M.C17,31_1$	4.D. $M.C250_1$ $M.244_3$	4.D. Each child will trade their chip for a square of construction paper of the same color. The squares will be glued on a large piece of chart paper to make a graph. A title and numerals would be added to the chart. The children will interpret the space chart data.	4.D. Construction paper (blue, yellow, green) Glue Chart paper	4.D. PA O MC

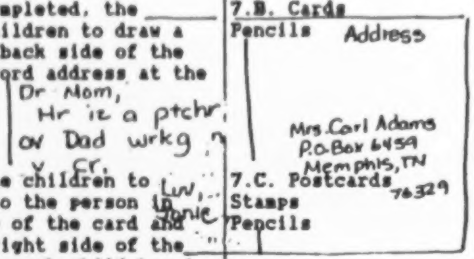

We have a sister and a brother
We have a sister but no brother
We have a brother but no sister.

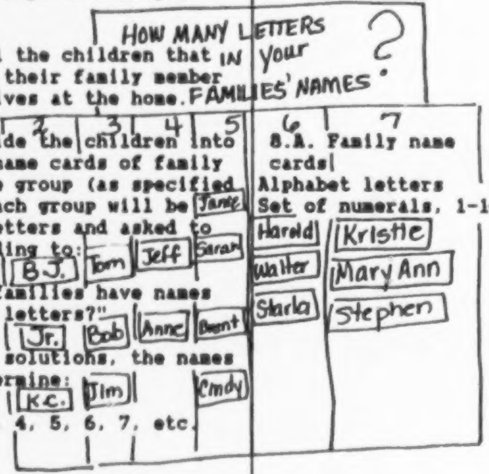

Have a brother and no sister
Have a sister and no brother

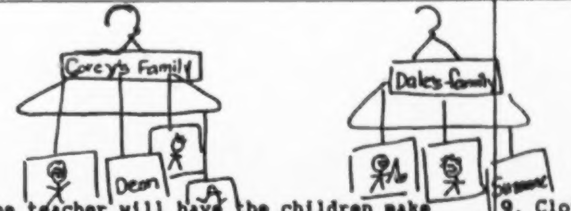
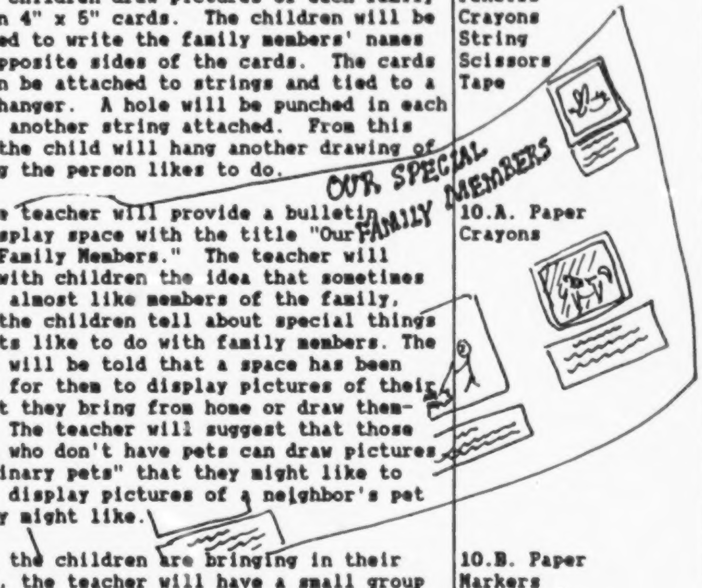
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
5. Family Feet	5.A. The children will order objects.	5.A. S.38 M.C*3,C7,C8, C15,31,35$_1$ M.C9,C20,37$_2$	5.A. M.C15$_1$ M.C9,C20$_2$	5.A. The teacher will show the children how to trace around one of their feet, write their name on it, and cut out the "footprint." The teacher will ask the children to trace as many family member's feet as possible, label and cut them out, and bring them to school. Each child can order his/her family footprints on a desk or floor, arranging them from smallest to largest. Children can count and discuss their "footprints." They can then number them according to their order.	5.A. Newsprint or old newspaper Marker  Baby Sam's foot My foot Mark's foot Mother's foot Daddy's foot	5.A. O C MC
	5.B. The children will measure objects in standard and non-standard units.	5.B. M.C*144$_2$	5.B. M.C*144 S.C36$_1$	5.B. The teacher will give each child a 10 cm (4 inch) strip of paper and ask the children to use the strip to compare to the lengths and widths of their footprints. The children can find one or more footprints that are longer than, shorter than, and about the same length as their own footprints. The children can then measure the lengths of their footprints in nonstandard units such as paper clips or small blocks and in centimeters. The teacher can encourage the children to check each other as they measure.	5.B. 10 cm (4 in.) strips of paper Centimeter rulers	5.B. O IT SSC MC
6. Family Tree	6.A. The children will identify family members by name.	6.A. E.1,3,28, C33,C34, 251$_1$	6.A. E.37,38,251$_1$	6.A. The teacher will give children construction paper from which they will cut a tree trunk and assorted leaves (these must be large enough that the children can write names on each leaf). On each leaf, the child will draw, color, or write about someone in his/her family.	6.A. Construction paper Scissors Crayons Pencils Paste/glue  Great Grand Father Jones Great Grand-Mother Jones Grandmother Smith mother Aunt Cary Daddy Cousin Todd Sam me Mark Baby Bob Baby Annie	6.A. PA WC
	6.B. The children will classify family members according to age.	6.B. M.29$_1$		6.B. The teacher will ask the children to make a tree, and to put the oldest people in the family at the top of the tree, and the children on the bottom branches.		6.B. O L
7. Postcard Home	7.A. The children will make a post-card, address it, and put on a stamp for mailing.	7.A. E.1,48,150, 340 SS.13$_1$ E.*195,*196$_3$	7.A. E.*195,*196$_2$	7.A. The teacher will have the children draw a family member who lives in their house, showing the person involved in an activity that they usually do. (Example: Mother cooking supper, Father working on the car, etc.) Heavy drawing paper or poster board will be used for this activity, so that the resulting postcard can be mailed.	7.A. Poster board Crayons Heavy card-size paper Pencils Stamps	7.A. PA SSC WC

Unit Title Living and Learning Together

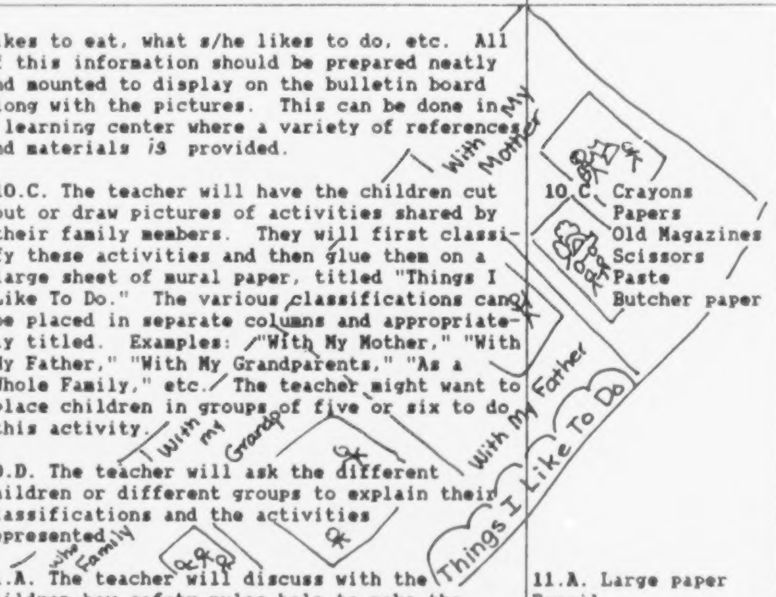
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	7.B. The children will identify 1/2 of a whole and find right and left.	7.B. E.23,30,31 M.C87,218$_1$ E.37$_2$	7.B. E.37 M.C87$_1$ E.45$_3$	7.B. After the picture is completed, the teacher will instruct the children to draw a line down the middle of the back side of the cardboard, and to copy the word address at the top of the right side.	7.B. Cards Pencils	7.B. PA
	7.C. The children will write/draw a message, address and stamp the card.	7.C. E.37,38,39, 344$_1$ E.37,38,39, 344$_2$ E.*196$_3$	7.C. E.37,38,39, 344$_1$ E.39,*196, 344$_2$ E.*200$_3$	7.C. The teacher will ask the children to to write or draw a message to the person in the picture on the left side of the card and to copy the address on the right side of the card. The teacher will show each child how to find the appropriate corner and place the stamp for mailing. If possible, the teacher will take the children to a postbox or post-office to mail the cards.	7.C. Postcards Stamps Pencils	7.C. PA
	7.D. The children will interpret a message they wrote.			7.D. The teacher will tell the children that they should offer to help their family member read the card when it arrives at the home.		
8. Name Sorting	8.A. The children will work in small groups to sort and count the names of their family members.	8.A. M.C*3,31 H.22 E.19,31 R.2,18,24, 26$_1$	8.A. H.22 M.C15$_1$	8.A. The teacher will divide the children into small groups. Using the name cards of family members of children in the group (as specified in a previous activity) each group will be given a set of alphabet letters and asked to organize the labels according to:	8.A. Family name cards Alphabet letters Set of numerals, 1-10	8.A. IT O PA
			H.22 M.C15$_2$	"How many people in your families have names that begin with different letters?"		
			H.22 M.C15$_3$	After sharing their group solutions, the names will be used again to determine:		
			M.C15	"How many names have 2, 3, 4, 5, 6, 7, etc. letters?" A set of numerals from 1 to 10 will be provided to each group so that their sets can be assigned a cardinal number.		
		8.B. M.239 R.24 E.14$_1$	8.B. M.C241 E.64,156, 251$_1$	8.B. The children will be asked to put their alphabet letters in order and to place the names under the appropriate letter.		

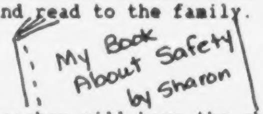
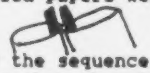
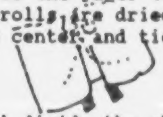

Dr Mom,
Hr iz a ptchr, ov Dad wrkg n y cr.
Luv,
Janie
Address
Mrs. Carl Adams
P.O. Box 6459
Memphis, TN
76329


HOW MANY LETTERS IN your FAMILIES' NAMES?
2
3
4
5
6
7
B.J.
Tom
Jeff
Sarah
Janie
Jr.
Bob
Anne
Brent
K.C.
Jim
Cindy
Harold
Walter
Starla
Kristie
Mary Ann
Stephen

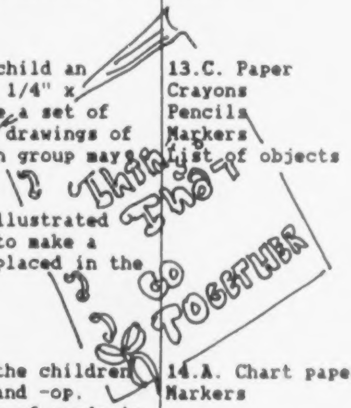
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			M.C241 E.64,156, 251_2 M.C241 E.64,156, 251_3			
9. Family Mobile	9. The children will apply their knowledge of the family to the creation of a mobile.	9. E.5,14,27, $31,51_1$ E.37,"148_2	9. E.37,"148 A.C22 $PE.C196_1$ A.C22 $PE.C196_2$ A.C22 $PE.C196_3$	9. The teacher will have the children make mobiles of their families. The teacher will have the children draw pictures of each family member on 4" x 5" cards. The children will be instructed to write the family members' names on the opposite sides of the cards. The cards will then be attached to strings and tied to a clothes hanger. A hole will be punched in each card and another string attached. From this string, the child will hang another drawing of something the person likes to do.	9. Clothes hangers Paper (cards) Pencils Crayons String Scissors Tape	9. PA
10. Family Pet Bulletin Board	10.A. The children will discuss pets as members of the family.		10.A. $E.340_1$ $E.340_2$ $E.340_3$	 10.A. The teacher will provide a bulletin board display space with the title "Our Special Family Members." The teacher will discuss with children the idea that sometimes pets are almost like members of the family, letting the children tell about special things their pets like to do with family members. The children will be told that a space has been provided for them to display pictures of their pets that they bring from home or draw themselves. The teacher will suggest that those children who don't have pets can draw pictures of "imaginary pets" that they might like to have, or display pictures of a neighbor's pet that they might like.	10.A. Paper Crayons	10.A. O
	10.B. The children will extend visual information through writing/drawing/graphing.	10.B. M.239 E.24,25,28, 253_1 E.38,39,344_2	10.B. E.38,39,83, 344_1 E.38,39,83, 344_2 $E.83_3$	10.B. As the children are bringing in their pictures, the teacher will have a small group of children write/draw about "How Our Pets Are Like Family Members and How They Are Different." Another group might be asked to make a graph of pets in the class, adding new information as children bring in and tell about their pictures. Individual children can be encouraged to write/draw about the pet that they have (or would like to have)...where they got them, kind they are, what the pet	10.B. Paper Markers Crayons Reference books Poster board Glue Tape	10.B. PA O

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				likes to eat, what s/he likes to do, etc. All of this information should be prepared neatly and mounted to display on the bulletin board along with the pictures. This can be done in a learning center where a variety of references and materials *is* provided.		
	10.C. The children will classify and share activities they do with members of the family.	10.C. E.1.4.19 SS.13 R.2_1	10.C. H.20,22_1 H.20,22 OC.$C34_2$ H.20,22 OC.$C34_3$	10.C. The teacher will have the children cut out or draw pictures of activities shared by their family members. They will first classify these activities and then glue them on a large sheet of mural paper, titled "Things I Like To Do." The various classifications can be placed in separate columns and appropriately titled. Examples: "With My Mother," "With My Father," "With My Grandparents," "As a Whole Family," etc. The teacher might want to place children in groups of five or six to do this activity.	10.C. Crayons Papers Old Magazines Scissors Paste Butcher paper	10.C. PA
	10.D. The children will share their work.	10.D. R.3 E.340,341_1		10.D. The teacher will ask the different children or different groups to explain their classifications and the activities represented.		10.D. O L
11. Family Safety	11.A. The children will name rules for safety in the home.	11.A. R.3 E.29_1	11.A. H.22,29 R.3_1 H.22,29_2 H.22,29_2	11.A. The teacher will discuss with the children how safety rules help to make the home a safe and happy place to be. With the children, the teacher will brainstorm safety rules that should be followed at home. Each of the safety rules will be written in pencil by the teacher on a large sheet of paper, with room left for the children to provide illustrations. Selected children will be asked to trace over the teacher's penciled lettering with a black marker.	11.A. Large paper Pencil Black marker	11.A. PA O
	11.B. A child will design an appropriate cover for a safety book.	11.B. R.4,29,115_1 R.115_2 R.115_3	11.B. R.115_1 R.115_2 R.115_3	11.B. A book cover will be designed by a selected child or children and the book will be bound for the classroom library.	11.B. Construction paper Markers Crayons	11.B. PA



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	11.C. Individual children will create their own safety books.	11.C. E.344$_3$	11.C. E.344$_1$ E.344$_2$	11.C. The teacher will invite those children who want to, to make a small book of safety to take home and read to the family. 	11.C. White paper Construction paper	11.C. PA
12. Family Scrolls	12.A. The children will identify activities they have done as a family and describe the steps involved.	12.A. E.1,3,338$_1$ E.344$_3$	12.A. E.124,344$_1$ E.124,344$_2$ E.124$_3$	12.A. The teacher will have the children make individual family scrolls with pictures and sentences about a family activity. The teacher will explain that every activity involves many different steps. If we go to the store, for example, we must "dress to go out," "get in the car," "drive to the store," "do our shopping," "drive home," and "unload the car." The teacher will ask the children to think of something they have done with their family, and then to think of all the steps involved. Then they will be told to cut a long strip of paper that they can divide into one section for each step of the activity they are telling about.	12.A. Paper for scrolls Crayons Yarn Pencils Family pictures	12.A. PA
	12.B. The children will learn about an early form of written material.	12.B. R.114$_1$ R.114$_2$ R.114$_3$	12.B. R.114$_1$ R.114$_2$ R.114$_3$	12.B. The teacher will explain that long ago, before the invention of books, writing was done on a kind of long paper, rolled up, and tied so that much writing could be easily carried. These rolled papers were called "scrolls." 	12.B. Examples of scrolls	12.B. O L
	12.C. The children will tell a story in sequence and record it in the form of a scroll.	12.C. R.4,7,8 E.4$_1$	12.C. E.124,339$_1$ E.124,339$_2$ E.124,339$_3$	12.C. After drawing the sequence of pictures, the children will be shown how to glue short sticks on either end of the paper to make a scroll. After the scrolls are dried, they will be rolled to the center and tied with yarn. 	12.C. Butcher paper Pencils Markers Crayons Sticks Glue	12.C. PA
	12.D. The children will decode their graphic symbols and share them with a small group of listeners.	12.D. R.7 E.341$_1$	12.D. H.22$_1$ H.22$_2$ H.22$_3$	12.D. The teacher will divide the children into groups of four and ask them to read their scroll stories to the other members of the group.	12.D. Children's scrolls	12.D. O L

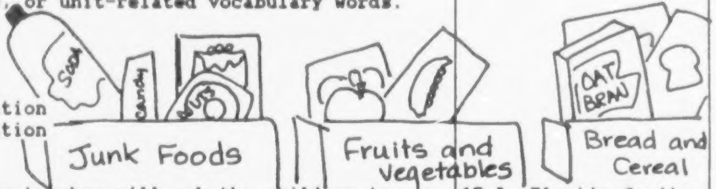
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
13. Things That Go Together	13.A. The children will identify objects that belong together.	13.A. R.1.2 $E.253_1$	13.A. $H.22_1$ $H.22_2$ $H.22_3$	13.A. The teacher will provide a display of items that "go together" in a learning center area. The children will work in pairs or threes to classify the objects according to relationships.	13.A. Paper clips/ staples Barettes/bows Paste/glue Flowers/plants Book/magazine Belt/tie	13.A. O L
	13.B. The children will name things that belong in pairs or groups.	13.B. R.1.2,9,114 $E.18_1$ $R.114_2$ $R.114_3$	13.B. $R.114_1$ $R.114_2$ $R.114_3$	13.B. The teacher will read the book Some Things Go Together by C. Zolotow. The teacher will assist the children in brainstorming as many things as possible that belong together, and will record responses on the chalkboard or on chart paper.	13.B. Book, Some Things Go Together by C. Zolotow Chart paper Marker	13.B. ECS
	13.C. The children will illustrate and label the things that go together.	13.C. $E.18_1$ $E.255_3$	13.C. $E.{}^{*}255_1$ $E.255_2$	13.C. The teacher will give each child an individual piece of paper about 5 1/4" x 8 1/2" with instructions to choose a set of objects from the list and to make drawings of the objects and label them. (Each group may make a poster if desired.)	13.C. Paper Crayons Pencils Markers List of objects	13.C. PA
	13.D. The children will see their work in "published" form.	13.D. $R.114_1$ $R.114_2$ $R.114_3$	13.D. $R.114_1$ $R.114_2$ $R.114_3$	13.D. The teacher will lace the illustrated pages together with cover sheets to make a book. The finished book will be placed in the class library.		
14. Word Families	14.A. The children will recognize words that are phonetically related.	14.A. R.13,17,18, 24 $E.C34_1$ E.53 $R.14_2$ $E.256_3$	14.A. R.53,256 $E.53_1$ $E.256_2$	14.A. The teacher will introduce the children to the "word families" -at, -un, and -op. After giving the children examples of words in each family, the teacher will ask the children to name other words that belong to the families: cat, hat, bat, sat, rat, mat, fat, flat, brat, vat; bun, fun, gun, nun, pun, run, sun; mop, top, bop, hop, flop, pop, stop, cop, lop, drop. As children mention nonsense words such as zat, dat, gop, wop, drun, etc., the teacher can begin a second list, explaining that these words do fit the family pattern, but are not words that have meaning in the English language. Some words even sound exactly like real words, but are spelled a little differently, like kat and nat.	14.A. Chart paper Markers	14.A. O L ECS



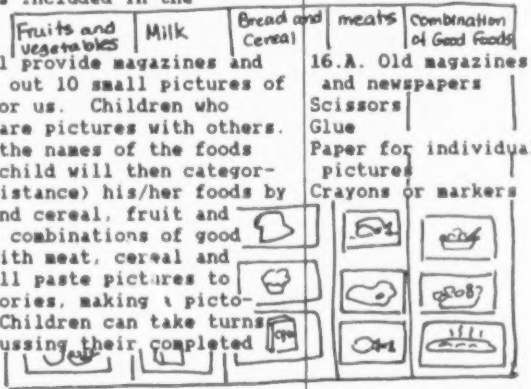
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	14.B. The children will draw pictures of words in each family to make a word box.	14.B. R.17,115 E.1$_1$ R.14,115$_2$ R.115$_3$	14.B. R.115$_1$ R.115$_2$ R.115$_3$	14.B. The teacher will provide large word cards (5" x 8" index cards) with the -at, -un, and -op words written on them. The children will then be asked to sort the cards into families and draw pictures of each word on the back to make a word file.	14.B. Word cards	14.B. PA
	14.C. The children will practice reading the words on the cards.		14.C. R.C*42$_1$ R.C*42$_2$ R.C*42$_3$	14.C. The word cards will be made available in a Word Box form in a learning center so that pairs of children can practice reading them to each other. For older children word cards can feature compound words, synonyms and antonyms, or unit-related vocabulary words.	14.C. File box of cards	

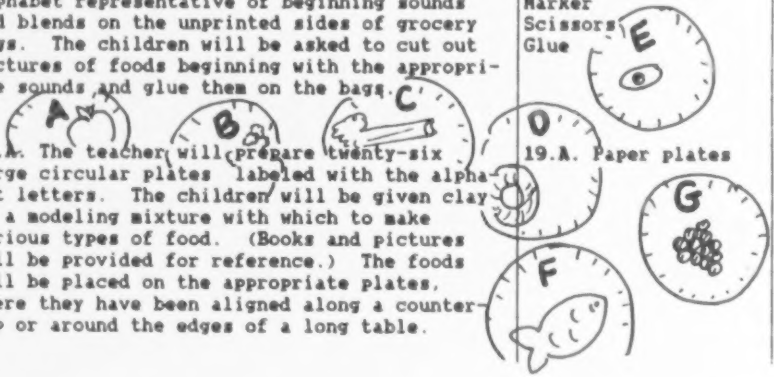
Emphasis: Food, Nutrition and Good Health

In relation to the following activities related to nutrition education, see Curriculum Guide for Nutrition Education--Child Care, a 1983 publication of the Mississippi State Department of Education, Division of Administration and Finance, Child Nutrition Programs, Nutrition and Training Program.



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
15. Shopping	15.A. The children will sort foods according to food groups.	15.A. R.1,2,4 E.253$_1$	15.A. M.29 H.25,C26 R.C44$_1$,4,44 H.25,C26 R.C44$_2$ H.25,C26 R.C44$_3$	15.A. The teacher will ask the children to bring in empty food containers such as cereal, rice, and instant potato boxes, cans (with smooth tops), margarine and cottage cheese tubs, etc. These will be supplemented with plastic fruits, vegetables, and meat, and pictures of foods mounted on heavy cardboard. Five shopping carts will be made from large cardboard boxes (or toy carts can be used) and labeled with the names of the four food groups and with a "junk food" label. The teacher will ask the children to sort the foods by placing them in the appropriate cart.	15.A. Plastic fruits, meat, vegetables Pictures of food Large cardboard boxes Poster board or sentence strips Markers	15.A. O MC
	15.B. The children will plan balanced meals.	15.B. R.1,2,4 E.1,253$_1$	15.B. R.C44 H.24,C26 M.C*87$_1$ R.C44 H.24,C26 M.C87$_2$	15.B. After the foods have been sorted, the children will take turns "going shopping," by placing a food selected from each cart into a shopping bag to create a balanced assortment. The shopper will give his/her "purchases" to another child, who will create a "balanced meal" by drawing and coloring the "prepared food" onto a paper plate previously divided into fourths and labeled with the titles of	15.B. Food from previous activity Shopping bags Paper plates Markers Crayons	15.B. O PA MC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			R.C44 H.24,C26 M.C87$_3$	food groups. The child must decide what to do if a "junk food" is included in the assortment.		
16. "Good Foods" Graphs	16.A. Each child will categorize foods and make a picture graph.	16.A. M.C7,31,239$_1$	16.A. H.C26 M.C7$_1$ M.C7 H.C26$_2$ M.C7 H.C26$_3$	16.A. The teacher will provide magazines and ask each child to cut out 10 small pictures of foods that are good for us. Children who finish quickly can share pictures with others. Children can discuss the names of the foods they selected. Each child will then categorize (perhaps with assistance) his/her foods by groups--milk, bread and cereal, fruit and vegetables, meats, or combinations of good foods (pizza, salad with meat, cereal and milk). Each child will paste pictures to paper and label categories, making a pictograph of the foods. Children can take turns naming foods and discussing their completed graphs.  Fruits and vegetables Milk Bread and Cereal meats Combination of Good Foods	16.A. Old magazines and newspapers Scissors Glue Paper for individual pictures Crayons or markers	16.A. O C PA MC
	16.B. The children will make a "favorite good foods" graph.		16.B. H.C26$_1$ H.C28$_2$ H.C26$_3$	16.B. Each child will draw a favorite nourishing food on a paper square and add it to a class pictograph of "Favorite Foods That Are Good For Us." The categories may be the same as in Section A.	16.B. 10 cm x 10 cm (4" x 4") squares of paper Large paper for Pictograph	16.B. O C
17. Healthy Food Sharing	17.A. The children will identify, discuss, and classify foods.	17.A. M.C31$_1$	17.A. H.25,C26 M.C8$_1$ H.25,C26 M.C8$_2$ H.25,C26 M.C8$_3$	17.A. The teacher will ask each child to bring a healthy food. The children can take turns showing and naming their foods. The teacher can lead a discussion of why each food is a "healthy" food. The children can work in groups of 8-10 to arrange their foods from smallest to largest. In each group, a leader can help the group count the foods and a recorder can write, "We counted ___ foods." Then the class can identify the food group(s) for each food and place the foods on poster-size mats labeled with food group names. The class can count the foods in each category and the total number of foods. Each child can eat his/her food, washing it beforehand if necessary.	17.A. Foods contributed by children	17.A. O C MC

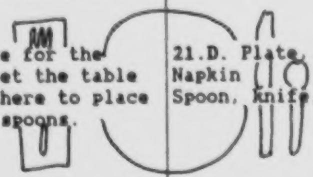
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	17.B. The children will help to prepare healthy snacks.	17.B. M 217$_1$ MA.217	17.B. H.C23,C26, C27$_1$ H.C23,C27$_2$ H.C23,27$_3$	17.B. The teacher will ask each child to bring a food (or napkins and cups) to contribute to a "Healthy Snack" party. The "menu" might include: apple slices raw vegetables and dip peanut butter and crackers milk with cinnamon (whipped in a blender with ice) The teacher and assistant can lead a discussion of good manners for the Healthy Snack party. The teacher and assistant can organize the children in groups to help prepare the foods. The foods should be displayed and the group should name and discuss the foods pointing out that the foods are not very sugary or full of fat and which foods make snacks that are nourishing and "good for" the teeth. The children can take turns serving themselves and enjoying the snacks while practicing good manners. A group can clean up. The children can write stories about the healthy snack party. Each child should write a thank-you note to his/her family for their contribution.	17.B. Food, cups, and napkins contributed by the children Healthy Snack DIP	17.B. C O PA notes
18. Alphabet Menu	18. The children will recognize beginning sounds of various foods.	18. R.18,25,26 E.48$_1$ R.48$_3$	18. R.48$_1$ R.48$_2$	18. The teacher will print the letters of the alphabet representative of beginning sounds and blends on the unprinted sides of grocery bags. The children will be asked to cut out pictures of foods beginning with the appropriate sounds and glue them on the bags.	18. Grocery bags Marker Scissors Glue	18. PA O
19. Edible Alphabet	19.A. The children will model foods from clay and recognize their beginning sounds.	19.A. R.18,25,26, 29,114 E.48$_1$ R.114$_2$ R.114$_3$	19.A. R.114$_1$ R.114$_2$ R.114$_3$	19.A. The teacher will prepare twenty-six large circular plates labeled with the alphabet letters. The children will be given clay or a modeling mixture with which to make various types of food. (Books and pictures will be provided for reference.) The foods will be placed on the appropriate plates, where they have been aligned along a countertop or around the edges of a long table.  	19.A. Paper plates	19.A. PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	19.B. The children will talk about how their work was done.	19.B. E.340$_1$ H.C26$_3$	19.B. H.C26$_1$ H.C26$_2$	19.B. The children will be given an opportunity to share their part of the work with the group.		19.B. L
20. Raisin Fun	20.A. The children will apply skills of estimating, counting, grouping and observation.	20.A. M.C18.C31$_1$	20.A. H.C18.C26$_1$ H.C18.C26$_2$ H.C18.C26$_3$	20.A. The teacher will present the activity after the children have washed their hands. The teacher will show a bowl of raisins and help children discuss the facts that raisins are dried grapes and raisins are healthy snacks. The teacher will help each child take 1 spoonful of raisins from the bowl and place them on a clean paper (no eating yet!). The teacher will help the children quickly guess how many raisins they have, then count to find the actual number. The children can discuss whether everyone has more than 10 raisins, whether everyone has the same number, who has the greatest number, and so on. The children can then arrange their raisins in groups of tens and ones and discuss and write their numbers of raisins.	20.A. A bowl of raisins A small spoon 	20.A. O MC
	20.B. The children will use descriptive words to talk about raisins.	20.B. S.C32$_1$	20.B. M.C188$_1$ M.C188$_2$ M.C188$_3$	20.B. The teacher will lead a discussion of using the senses to find out about the raisins. What do they look like? (Solicit many descriptive words.) What do they feel like? What happens if a raisin is squeezed? What do they smell like? How do they taste? The teacher can invite the children to eat 5 raisins and see how many are left, to divide their remaining raisins into 2 groups (groups need not be equal) and tell the number in each group and the total number, and so on. The teacher will lead a summary discussion of what sensory organs were used to find out about the raisins.	 What do raisins look like? What do raisins feel like? What happens if a raisin is squeezed? What do raisins smell like? How do raisins taste?	20.B. O C MC
21. Stone Soup	21.A. The children will listen to the story Stone Soup by Marcia Brown.	21.A.	21.A. R.C*64,C*66, C*70.C*81$_1$ R.C*66,C*70, C*81$_2$	21.A. The teacher will read the book Stone Soup to the children. Afterwards, a discussion will be conducted to address such questions as: "What were the ingredients used in the soup?" "How did the man 'trick' the people?" "What was the author of the story	21.A. Book, Stone Soup by M. Brown	

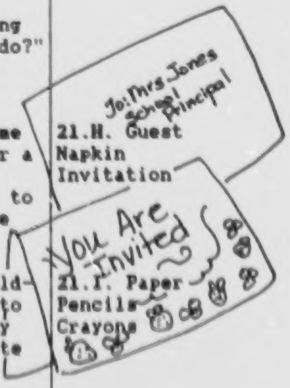
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.C*64, C*66, C*70, C*81$_3$	R.C*66$_3$	trying to teach her readers?" "How did the author show that friends should cooperate?" "Can you think of something you have tried to do by yourself that needed the help of others?" "What was it that the silly villagers in the story were really making? Was it just stone soup?"		
	21.B. The children will contribute to the process of making vegetable soup.		21.B. H.21 H.C26$_1$ H.C26$_2$ H.C26$_3$	21.B. The teacher will ask each child in the class to bring in fresh or canned vegetables to use in making soup. First the teacher will brainstorm with the children the things they need to make vegetable soup. A master list will be made, and the children will choose what they each want to contribute to the soup. A day or two will be allowed to accumulate all the needed ingredients.	21.B. Paper Pan Fresh vegetables	21.B. ECS
	21.C. The children will design and make placemats.	21.C. E.28$_1$	21.C. A.C22$_1$ A.C22$_2$ A.C22$_3$	21.C. Extra raw vegetables (potatoes, carrots, cabbage, etc.) will be used as stencils. The children will dip these veggies into thinned tempera paint and use them to print patterns on heavy porous-surfaced paper in order to make placemats.	21.C. Vegetables Tempera paint Paper	21.C. PA
	21.D. The children will set the table according to appropriate standards.	21.D. E.13,16$_1$	21.D. R.115$_1$ R.115$_2$ R.115$_3$	21.D. The teacher will demonstrate for the children the appropriate way to set the table for a semi-formal meal, showing where to place plates, bowls, forks, knives and spoons.	21.D. Plate, glass Napkin Spoon, knife, fork	21.D. O PA
	21.E. The children will match objects one to one as they set the tables.		21.E. A.C22$_1$	21.E. In indicating placement, the teacher will introduce the idea that every plate has one fork, one spoon, one knife, one napkin, and one glass.	21.E. Same as above	21.E. L
	21.F. The children will demonstrate knowledge of left and right.	21.F. E.13,16 R.115$_1$ R.115$_2$ R.115$_3$	21.F. R.115$_1$ R.115$_2$ R.115$_3$	21.F. The teacher will emphasize that some utensils are placed on the right side of the plate, and others are placed on the left side of the plate.	21.F. Utensils	21.F. L

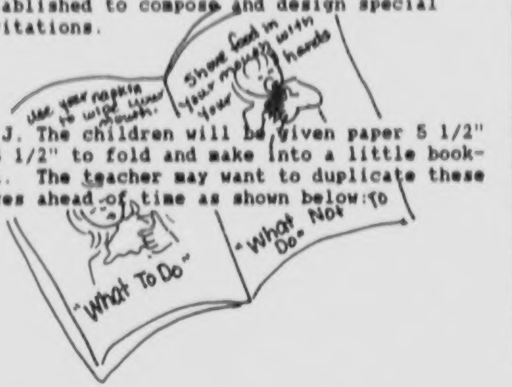
TO MAKE SOUP WE NEED

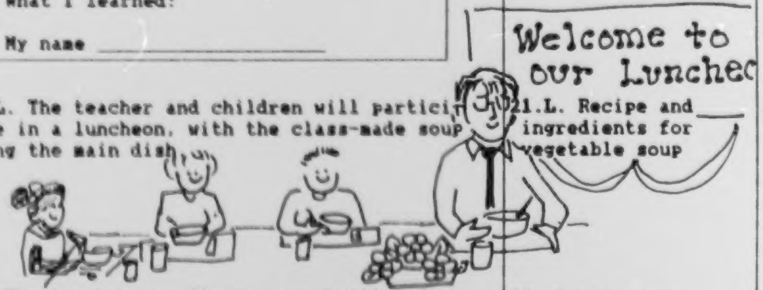
corn
peas
carrots
tomatoes
noodes
beans
cabbage
celery
potatoes



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	21.G. The children will contribute to a list of good and bad manners.	21.G. R.3 E.C33,C34$_1$ E.37$_2$	21.G. E.37$_1$ E.45,46,47$_3$	21.G. In preparation for the meal, the teacher will ask children to make a "Good and Bad Manners Book." First the teacher will brainstorm with the children a list of appropriate and inappropriate eating habits, keyed by such questions as: "How should we eat our food?" "What ways of acting make our meals pleasant or unpleasant?" "What kinds of words should we use at the table?" "Where should our hands and elbows be when we are eating?" "If we have an accident, such as spilling our milk, what is the polite thing to do?" "If you taste something and don't like it, what is the polite thing to do?"	21.G. Paper Pencils	21.G. L
	21.H. The children will listen to a guest speaker and use appropriate questions and responses.	21. H. E. 299,300$_2$	21.H. H.22$_1$ H.22$_2$ H.22$_3$	21.H. The teacher will invite a guest to come to the classroom to talk about preparing for a large-group party or luncheon. The guest might demonstrate how to fold a napkin, how to make the table look attractive, how to write an invitation, etc.	21.H. Guest Napkin Invitation	21.H. O
	21.I. The children will write individual invitations to ask special guests to come to a luncheon.	21.I. E.38,39$_2$ E.*184,*185$_3$	21.I. E.38,39, *184,*185, 344 H.22$_1$ E.*184,*185 H.22$_2$ H.22$_3$	21.I. The teacher will suggest that the children might like to ask a few special guests to a vegetable soup luncheon to taste what they have prepared. The group may choose to write group invitations, or small groups may be established to compose and design special invitations.	21.I. Paper Pencils Crayons	21.I. PA SSC
	21.J. Each child will write a "Manners Book."	21.J. E.28,253 R.115$_1$ R.115$_2$ R.115$_3$	21.J. R.115$_1$ R.115$_2$ R.115$_3$	21.J. The children will be given paper 5 1/2" x 8 1/2" to fold and make into a little booklet. The teacher may want to duplicate these pages ahead of time as shown below:	21.J. 5 1/2" x 8 1/2" paper Crayons Pencils Markers	21.J. PA




Use your napkin to wipe your mouth.
Show food in your mouth with your hands
To
"What To Do"
"What Not To Do"

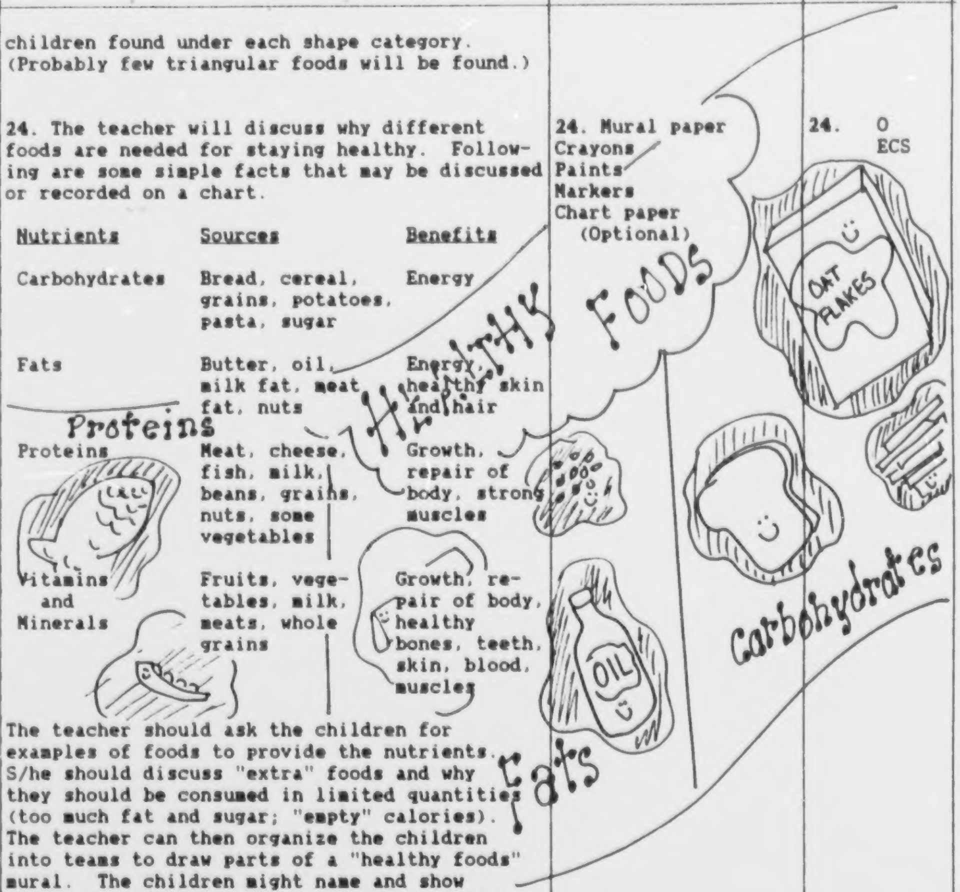
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				On the left side of each double page, the child will make a picture to illustrate "What to Do"; on the right side of the page the child will show the opposite, or "What Not to Do." Older children can do several pages.		
	21.K. The children will share their books, completing a response form for their partner's book.	21.K. R.113 $E.51_1$ $R.113_2$ $R.113_3$	21.K. $R.113_1$ $R.113_2$ $R.113_3$	21.K. The children wil be paired to read their "Manners Book" to a friend, when they are completed. The listener will be asked to complete a response form such as: My Partner ____________ How I liked the book: My favorite page: What I learned: My name ____________	21.K. Response form Pencils	21.K. O SSC PF
	21.L. "Vegetable Soup" Luncheon	21.L. $R.C^{*}61_3$	21.L. $R.C^{*}61$ $H.20.22_1$ $R.C^{*}61$ $H.20.22_2$ $H.20.22_3$	21.L. The teacher and children will participate in a luncheon, with the class-made soup being the main dish.  	21.L. Recipe and ingredients for vegetable soup	21.L. O
22. Spaghetti and Meatballs (Activity)	22. The children will count objects, write numerals, and solve simple problems.	22. $M.31_1$ $M.C8.176.177_3$	22. M.176.177 $H.C26_1$ M.177 $H.C26_2$ $H.C26_3$	22. The teacher can discuss spaghetti and meatballs as a combination of nourishing foods (meat, starch (bread and cereal), and vegetables). The teacher will present the spaghetti and meatballs game to a small group of children. Children will use paper plates, meatball pictures (or brown ball fringe "meatballs"), and pieces of dried macaroni. They can use task cards or verbal instructions to: Select the number of noodles and meatballs that are shown. Spoon out some noodles and meatballs; count, and record their numbers.	22. Small paper plates Pieces of dry macaroni or noodles Meatball pictures or ball fringe pieces Task cards Paper Pencil	22. O C SSC PF MC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				Choose an addition or subtraction card and "perform" the operation. (If a card said 5 + 2, the child might select 5 meatballs and 2 noodles, then record 5 + 2 = 7). Pose problems for others to work out.		
23. Graham Cracker Shapes (Activities)	23.A. The children will discuss a nourishing snack.		23.A. H.C18,C26$_1$ H.C18,C26$_2$ H.C18,C26$_3$	23.A. The teacher will conduct the activity when the children have washed their hands. The teacher will ask each child to use a clean sheet of paper. The teacher will distribute a whole graham cracker (a rectangular shape) to each child. The teacher will lead a discussion of the name of the cracker, the fact that it is a nourishing snack, the need to each with clean hands, and so on.	23.A. 1 whole graham cracker for each child	23.A. O
	23.B. The children will create, describe, and compare geometric shapes.	23.B. M.217$_1$ M.C*88$_2$	23.B. M.C*88$_1$	23.B. The teacher will help the children describe the shapes and properties (straight sides, square corners, pairs of equal sides) of their crackers. She will direct the children to carefully break the cracker in two pieces, compare the pieces, and name the fraction that each piece (if "even" pieces resulted) represents. The teacher will instruct the children to nibble one part of the cracker and make it into a circle (but don't eat the circle yet). The children can then compare the circle and remaining square and describe what they did to make the circle. The children can then try to break their circles in half and compare the two halves. Next, the teacher can ask the children to nibble the remaining square and make it into a triangle. The children can describe and compare their triangles (many different kinds can be made), compare their triangles and semicircles, and finally eat the crackers.		23.B. O C MC
	23.C. The children will find and classify foods by shape.	23.C. M.217$_1$	23.C. H.C18,C26$_1$ Classifying based on one property	23.C. The teacher can instruct the children to look at home for foods that have circular, square, triangular, rectangular, and "other" shapes. Children can discuss the examples they found the next day in school. The teacher might make a chart on the chalkboard or an experience chart and list the foods the		23.C. O C ECS MC

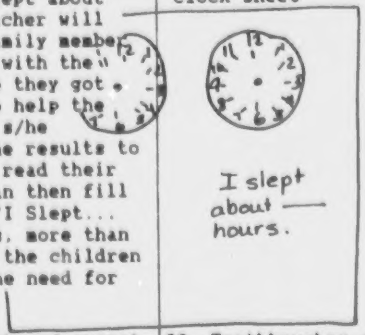
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			H.C18,$C26_2$ H.C18,$C26_3$	children found under each shape category. (Probably few triangular foods will be found.)		
24. Healthy Foods Mural	24. The children will make a healthy foods mural.		24. H.C18,25, $C26_1$ H.C18,25, $C26_2$ H.C18,25, 26_3	24. The teacher will discuss why different foods are needed for staying healthy. Following are some simple facts that may be discussed or recorded on a chart.	24. Mural paper Crayons Paints Markers Chart paper (Optional)	24. O ECS

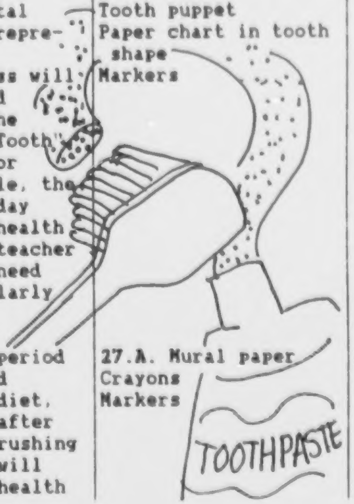
Nutrients	Sources	Benefits
Carbohydrates	Bread, cereal, grains, potatoes, pasta, sugar	Energy
Fats	Butter, oil, milk fat, meat fat, nuts	Energy, healthy skin and hair
Proteins	Meat, cheese, fish, milk, beans, grains, nuts, some vegetables	Growth, repair of body, strong muscles
Vitamins and Minerals	Fruits, vegetables, milk, meats, whole grains	Growth, repair of body, healthy bones, teeth, skin, blood, muscles

The teacher should ask the children for examples of foods to provide the nutrients. S/he should discuss "extra" foods and why they should be consumed in limited quantities (too much fat and sugar; "empty" calories). The teacher can then organize the children into teams to draw parts of a "healthy foods" mural. The children might name and show examples of foods for each nutrient and draw what healthy bodies can do/what healthy bodies look like. Children can describe details of the mural to the class to review and reinforce the concepts.

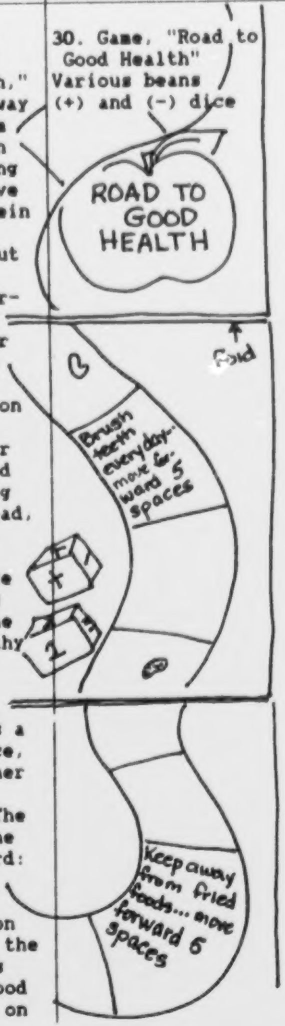


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
25. Sleep Graph	25. The children will note and compare hours they slept on a school night.	25. M.C239$_1$	25. M.C*141, C*241$_1$ M.C*141, C*241$_2$ M.C*141, C*241$_3$	25. The teacher will prepare a half-page sheet with 2 blank clock faces and "I slept about ___ hours" written on it. The teacher will instruct the children to have a family member help them fill in the clock faces with the time they went to bed and the time they got up. The family member should also help the child figure about how many hours s/he slept. When the children bring the results to school, the children can show and read their clocks (with assistance). They can then fill in the bars on a graph that says "I Slept... less than 10 hours, about 10 hours, more than 10 hours." The teacher will help the children interpret the graph and discuss the need for adequate sleep.	25. Teacher-made clock sheet	25. C O PA
26. Healthy Teeth	26. The children will discuss and model good dental health.	26. H.27$_3$	26. H.C18, C27$_1$ H.C18, C27$_2$	26. The teacher will use a molar-shaped puppet to introduce concepts of good dental health. The teacher will use a large model toothbrush and teeth models to show children how to brush their teeth. The teacher and assistant will supervise small groups of students in the restroom as they brush their teeth. The teacher will arrange for a dentist, dental hygienist, nurse, or health department representative to visit the class and make a presentation on dental health. The class will develop guides to good dental health and record these on a large tooth shape. The children can also make a large "Rotten Tooth" and glue on pictures of foods to avoid or foods to brush after eating. If possible, the children should brush their teeth each day after lunch. They might mark a dental health checklist as they brush each day. The teacher may develop, with children who seem to need it, a plan for brushing teeth more regularly at home.	26. Toothbrushes and toothpaste brought by children or obtained from the health department Postboard tooth model and brush Tooth puppet Paper chart in tooth shape Markers	26. O C SSC
27. Keeping Healthy Mural	27.A. The children will express ideas about good health.		27.A. H.25, C27, C28, 29, 30$_1$	27.A. The teacher will discuss, over a period days, various aspects of good health and benefits of good health--sleep, proper diet, exercise, staying clean, washing hands after using the bathroom and before eating, brushing teeth, safety, and so on. The teacher will organize groups of children to portray health	27.A. Mural paper Crayons Markers	27.A. O C

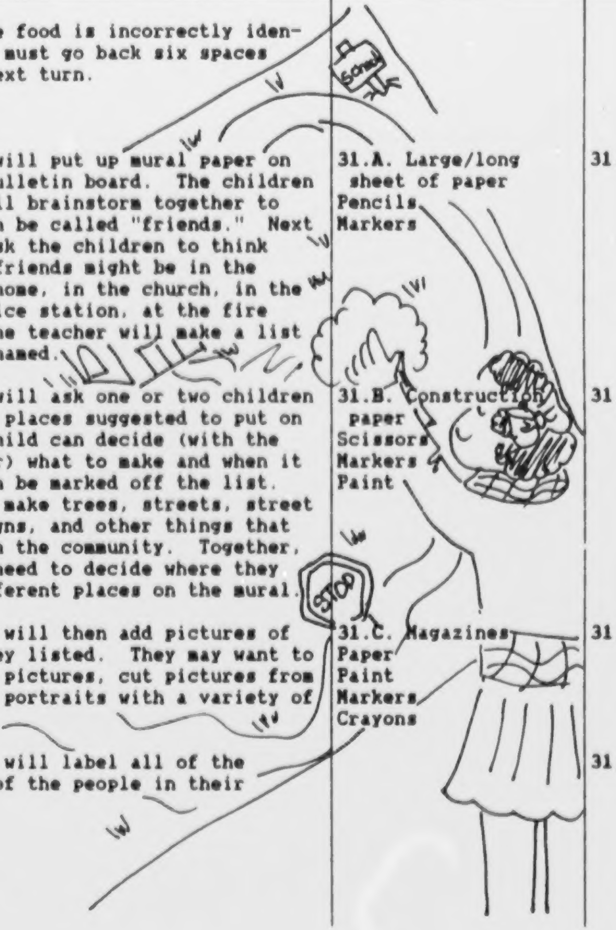

I slept about — hours.



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				information on a mural. Each group can draw and write on a different mural section to express their ideas. Group members can tell the class about their sections of the mural. This project could also be completed as a "Big Book of Health" with groups contributing pages to the book.		
	27.B. The children will exercise regularly.		27.B. PE.C192, C267_1 H.C32_2	27.B. Emphasize good health by beginning many activities with desk exercise: ♦ lift shoulders up, down, up, down ♦ curl toes, then lift legs with knees bent 10 times ♦ move head in various directions ♦ lift arms, opening and closing fists		27.B. B O
28. Health Habits Board Game	28. The children will help to create board games based on healthy habits.	28. H.C8,C15,31_1	28. H.C18,25,29, 30 PE.C267_1 H.C18,25,29, 30_2 H.C18,25,29, 30_3	28. The teacher or assistant will work with small groups of children to create board games to show information about healthy and unhealthy habits. A game might take the form of a path to be followed. It might use game pieces and a game cube (die) or spinner. The games should be designed so that landing on healthy habits or correctly answering health questions results in moving forward; landing on unhealthy habits or missing questions results in staying still or moving backward. The teacher will encourage the children to design the games so that everyone finishes rather than one winner finishing. Groups of students can exchange and play each other's games.	28. Poster board or scrap cardboard Markers Crayons Scrap materials	28. O SSC IT MC
29. Healthy Kids Puzzle	29. The children will solve food "puzzles."		29. H.C18 R.C*37_1 R.C*37_2 R.C*37_3	29. The teacher will discuss with the children the contributions that various foods make to health and welfare. The teacher will then play a puzzle game with the children by asking questions such as: "My eyes and hair are dull. What can I do to make my eyes healthy and my hair shiny?" "What can we eat to help us grow big and strong?" "I have a cut. What should I eat to help it to heal?"		29. L

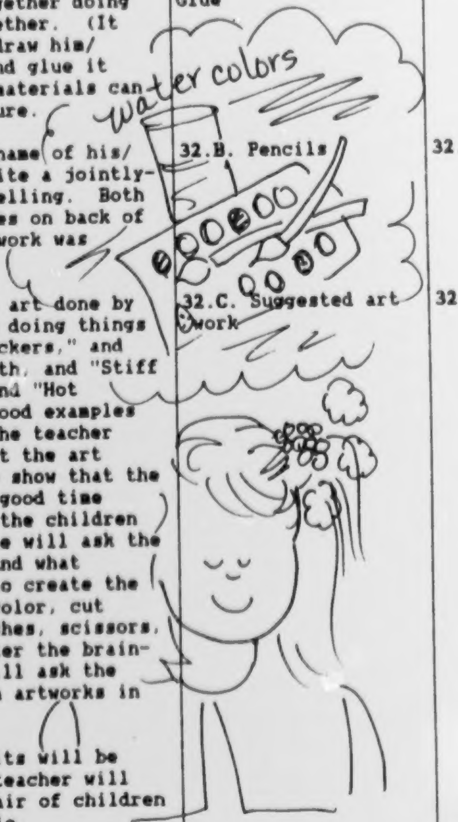
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
30. Road to Good Health Game	30. The children will create and play a food identification game.	30. M.C*3_1 M.$C7_3$	30. H.22,C26, $C27_1$	30. The teacher and children will prepare a gameboard showing illustrations for some of the things we do on the "Road to Good Health," and some of the roadblocks that get in the way of good health. The teacher will brainstorm with children a list of things to include on the road, and the reward or penalty for doing them. Examples: brush teeth every day..move forward five spaces; eat foods high in protein and carbohydrates..move forward two spaces; eat a candy bar..move backward one space; put salt on all my food..move backward three spaces; keep away from fried foods..move forward five spaces; eat a meal with something from the four food groups..move forward four spaces. The teacher will have the children make pictures to represent each of these things, to cut them out, and to place them on the gameboard "road" of spaces prepared by the teacher on two or three sheets of poster board joined to fold. On squares not marked with action statements, symbols representing the four food groups will be glued on: bread, milk, vegetables, and meat. Cards will be made for each of the food groups, with pictures of foods cut from magazines. These will be placed in spaces indicated for this purpose on the gameboard. At the end of the road will be placed the picture of a "healthy child" drawn by one of the children. The game will be played as follows: Each player will use a different kind of bean as a marker. The children will be given two dice, one marked with (+'s) and (-'s) and the other with numerals 1 to 6. All beans will be placed in the first square marked START. The first child will roll the dice, and move the correct number of spaces forward or backward: Example: +3 or -6. The child will then complete the direction appropriate to the square on which s/he lands. When landing on a square with the symbol for a food group, the player must draw a picture card from stacks labeled with the name of the appropriate food group, then name the food in order to stay on	30. Game, "Road to Good Health" Various beans (+) and (-) dice  ROAD TO GOOD HEALTH Fold Brush teeth everyday..move forward 5 spaces + 1 Keep away from fried foods... move forward 6 spaces	30. 0_{MC}

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				the square. If the food is incorrectly identified, the player must go back six spaces and wait for the next turn.		
Emphasis: School and Friends						
31. Friends Mural	31.A. The children will make a list of friends.	31.A. R.3_1	31.A. OC.$C34_2$ OC.$C34_3$	31.A. The teacher will put up mural paper on the wall or on a bulletin board. The children and the teacher will brainstorm together to name people who can be called "friends." Next the teacher will ask the children to think about where their friends might be in the community (in the home, in the church, in the school, at the police station, at the fire station, etc.). The teacher will make a list of all the places named.	31.A. Large/long sheet of paper Pencils Markers	31.A. O L ECS
	31.B. The children will name places in the community associated with their friends.	31.B. E.1,2,3,4,10,12,13,14,15,16,17_1	31.B. H.22_1 H.22_2 H.22_3	31.B. The teacher will ask one or two children to make all of the places suggested to put on the mural. Each child can decide (with the help of the teacher) what to make and when it is selected; it can be marked off the list. Other children can make trees, streets, street signs, building signs, and other things that might be located in the community. Together, the children will need to decide where they want to locate different places on the mural.	31.B. Construction paper Scissors Markers Paint	31.B. PA
	31.C. The children will represent people in a variety of ways.			31.C. The children will then add pictures of all the friends they listed. They may want to bring in some real pictures, cut pictures from magazines, or make portraits with a variety of art materials.	31.C. Magazines Paper Paint Markers Crayons	31.C. PA
	31.D. The children will practice their lettering by making labels.	31.D. E.32,C34,37,38_2	31.D. E.37,38_1 E.45,47_3	31.D. The children will label all of the buildings and all of the people in their picture.		31.D. PA



Unit Title Living and Learning Together

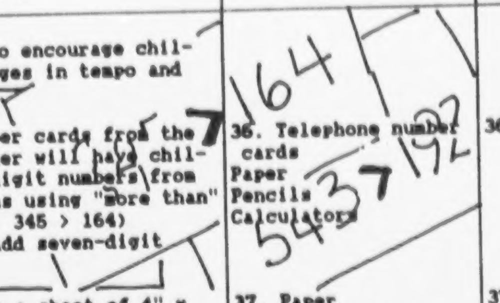
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
32. Friends Work Together	32.A. The children will work in pairs to describe an activity they like to do together.	32.A. E.1,2,3,4$_1$	32.A. H.22$_1$ H.22$_2$ H.22$_3$	32.A. The teacher will ask the children to each choose a friend in the class with whom they like to do things. Each pair of children will then think of one activity that they like to do together. Working as partners the children will draw themselves together doing the activity they like to do together. (It may be easier for each child to draw him/herself, cut out the portrait, and glue it into the composite.) Other art materials can be used to add interest and texture.	32.A. Art paper Pencils Markers Crayons Scissors Glue	32.A. PA SSC
	32.B. Each child will write his/her name and his/her friend's name and begin them with a capital.	32.B. E.51$_1$ E.*148$_2$	32.B. E.*148$_1$ E.43$_3$	32.B. Each child will write the name of his/her portrait. One child will write a jointly-created title, using invented spelling. Both children will sign their own names on back of their work and put the date the work was completed.	32.B. Pencils	32.B. PA
	32.C. The children will tell about the different elements in a work of art and how they were created.	32.C. R.3$_1$	32.C. A.C22$_1$ A.C22$_2$ A.C22$_3$	32.C. The teacher will introduce art done by other "artists" that show people doing things they like to do together. ("Checkers," and "Little Sally Walker" by Joy Smith, and "Stiff Starch," "A Tiskit, A Taskit," and "Hot Pepper" by Theora Hamblett are good examples of work by Southern artists.) The teacher will talk with the children about the art techniques used by the artist to show that the children are happy and having a good time together. The teacher will ask the children to describe the time of day. She will ask the children to imagine what tools and what medium (media) the artist used to create the picture (i.e., oil paint, watercolor, cut paper, pen and ink, pencil; brushes, scissors, fingers/hands, clay, etc.). After the brainstorming session, the teacher will ask the children to talk about their own artworks in the same way.	32.C. Suggested art work	32.C. L
	32.D. The children will add their work to a class collection.		32.D. H.20,22,24$_1$ H.20,22,24$_2$ H.20,22,24$_3$	32.D. The completed pair-portraits will be compiled into a big book. The teacher will ask the children to vote on a pair of children to do the cover and add the title.		

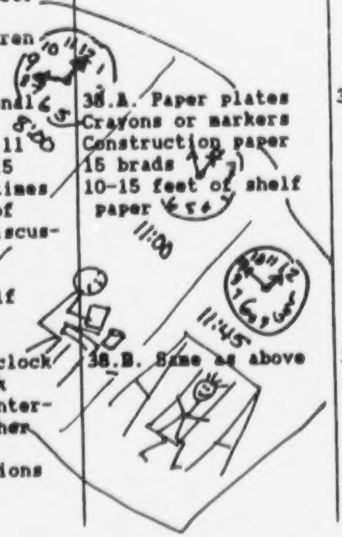


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
33. Dialogue	33. The children will write dialogue using quotation marks and pronouns appropriately.	33. E.*184,*185$_3$	33. E.*186,230, *232$_3$	33. The teacher will have two children work together. The children will be told to tape record a short conversation with a friend about a topic of their choice. The friends will then work together to write down the conversation, using quotation marks and other punctuation to indicate change of speakers, and including details of who is speaking in the written dialogue. This part of the activity can be done in a learning center. The teacher will provide time for conversations to be shared in small groups.	33. Tape recorder Blank tape Paper Pencils May I speak with Tasha. Please	33. WC P L
34. Telephone Manners	34. The children will apply telephone etiquette in dramatizations.	34. OC.C6,C37, C38$_3$	34. OC.C31$_2$ H.C57$_3$	34. The teacher will introduce the idea that when we communicate by telephone, the nonverbal cues are absent and our words and voice tone are important in getting our message across. The idea that manners apply to telephone conversations as well as to eating habits will be presented. The teacher will brainstorm with the children some ways we make our telephone talk more acceptable. The responses will be written on a chart. The children will then work as partners. The teacher will have the children sit in pairs, back to back. They will be given a paper cup to simulate the telephone receiver. The teacher will provide a variety of telephone situations for children to select from. Each pair of children will then practice making a telephone call for a particular purpose, using appropriate etiquette.	34. Paper cups Situation cards: A lady who is calling about a lost dog. A man who wants a job. A secretary and a boss. A hospital emergency room. A police station. A principal calling a parent. ETC.	34. L
35. Telephone Number Music	35. The children will read numerals in order to play a musical phrase.	35. M.C2, ,25$_2$ MU.C25,C26$_3$	35. M.C25,C26$_1$ MU.24$_1$ M.C21,C22$_2$	35. The teacher will provide a musical instrument with two octaves of notes (a xylophone or piano or set of tone bells). Using sticky dots, a number will be placed on each note, beginning with C as "1". The teacher will have each child write his/her phone number on a card. These telephone number cards will be placed in a learning center with the numbered instrument. The children will experiment with playing the various numbers, looking for sound patterns that make different kinds of tunes. The teacher will assist the children in identifying patterns that progress a step at a time (234-5678) and those that involve skips (246-	35. Sticky dots Instrument Cards Markers	35. L

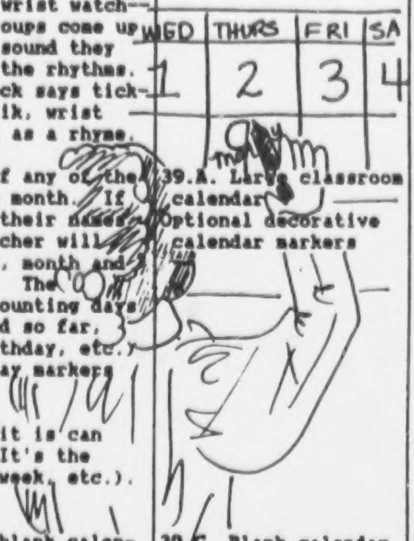
Unit Title Living and Learning Together

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				8013). The teacher will also encourage children to experiment with changes in tempo and rhythm.		
36. Telephone Number Math	36. The children will identify three-digit or four-digit numbers that are more than and less than each other.	36. $M.C9,40_2$	36. $M.C9_2$ $M.41_3$	36. Using the telephone number cards from the previous activity, the teacher will have children select three- or four-digit numbers from the cards and write equations using "more than" and "less than." (Example: 345 > 164) Calculators can be used to add seven-digit numbers.	36. Telephone number cards Paper Pencils Calculators	36. O MC
37. Class Telephone Book	37. The children will make a telephone book containing numbers of class members.	37. R.24 $E.31,51_1$ $M.C4,C9_2$ R.C87 $OC.C6_3$	37. $E.C64_1$ $R.C89_3$	37. The teacher will provide a sheet of 4" x 5 1/2" paper for each child. Each child will write her/his name and address on the paper and illustrate it showing things s/he likes. These pages will be copied for each child, and then stapled together by each child with a cover, to make a "Telephone Book" of class names and numbers to take home. The teacher can show the children how to organize the pages alphabetically. (The teacher may want to warn the parents that for a week or so their children may make and receive many phone calls.)	37. Paper Pens or dark pencils Copy machine Cover stock Markers	37. PA O MC
38. School Schedule Time Line	38.A. The children wil help to sequence familiar events.	38.A. $E.338_1$ $M.C7_1$	38.A. $H.22_1$ $H.22_2$ $H.22_3$	38.A. The teacher will discuss a traditional clock face design (long and short hands, numbers 1-12) with children. Children will work in groups of two or three and make 15 paper plate clocks. Teacher will write times (on hour and half hour) on a long sheet of shelf paper. After participating in a discussion of the sequence of activities in a typical day, groups of children can draw pictures of school activities on the shelf paper time line.	38.A. Paper plates Crayons or markers Construction paper 15 brads 10-15 feet of shelf paper	38.A. O MC
	38.B. The children will practice reading clocks to the hour and half hour.	38.B. $M.C^{*}141_1$ $M.C^{*}147_3$	38.B. $M.C^{*}138, C^{*}141_1$ $M.C^{*}147_2$	38.B. The children can help to post the clock models along the time line, set the clock hands, and read the times. At various intervals in the next several weeks, the teacher and children can refer to the time line, review times and events, and note deviations from the usual time line.	38.B. Same as above	38.B. O C MC

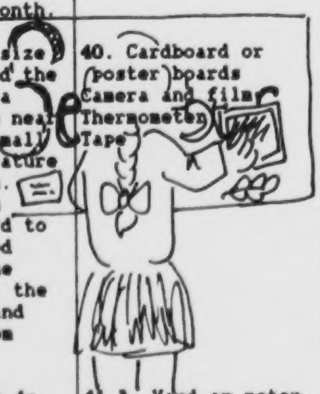


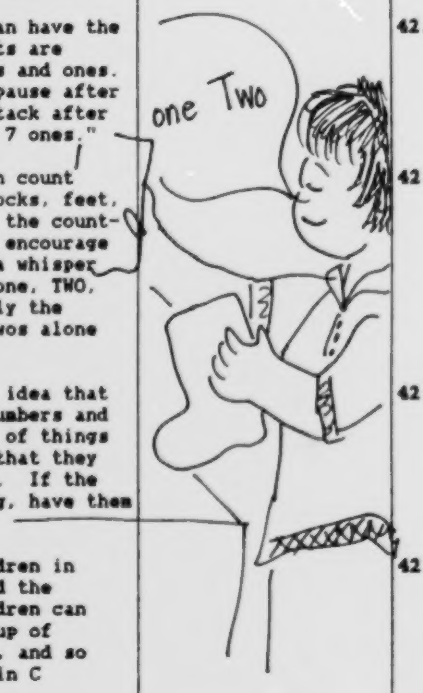


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	38.C. The children will identify first, second, third, fourth, fifth events of school day.	38.C. M.C17$_1$		38.C. Different children can be asked to identify events using ordinal numbers--at least first through fifth.		38.C. O C MC
	38.D. The children will note rhythm and tempo in clock music.	38.D. MU.C3.C25$_3$	38.D. MU.C10$_1$ MU.37.C45$_2$	38.D. The teacher will help the children create "clock music" by dividing the class into 3 parts, assigning different kinds of clocks for each group to imitate (Grandfather clock--slow beat; kitchen clock--faster beat; wrist watch--quiet and fast beat). Have the groups come up with body motions to describe the sound they hear. Select a conductor and tap the rhythms. Make up a tune to "Grandfather clock says tick-tock, kitchen clock says tik-tik-tik, wrist watch says tiki-tik-tik" or use it as a rhyme.	38.D. Optional clock music	38.D. L O
39. Calendar Fun	39.A. The children will count days on calendar.	39.A. M.31$_1$ R.115$_1$ R.115 M.142,143$_3$ R.115$_3$	39.A. R.115 M.*142,143$_1$ R.115$_2$ R.115$_3$	39.A. The teacher will determine if any of the children ha a birthday during the month. If so, they will be invited to write their names on the calendar. Each day the teacher will ask the children for the date, day, month and week (i.e., second week of month). The teacher can lead the children in counting days various ways (count the days passed so far, count the days until ______'s birthday, etc.) Children can also pin decorative day markers on the calendar.	39.A. Large classroom calendar Optional decorative calendar markers	39.A. O C MC
	39.B. The children will identify days on calendar by day, date, week.	39.B. M.C17$_1$ M.142$_2$	39.B. M.143$_1$	39.B. The child whose special day it is can come up and tell about the day. (It's the 10th. It's Tuesday of the second week, etc.).		39.B. O C MC
	39.C. The children will write numerals on a calendar and mark special days.	39.C. M.C3,C*139 E.12 OC.46$_1$ M.C*142,143$_2$	39.C. M.C142,143$_1$	39.C. The teacher will distribute blank calendar forms and let children fill in the month, year, days of the week, and dates. Children can mark any days that are special to them and add seasonal or decorative touches to the calendars. The calendars may be taken home with instructions such as these: Help your children read the calendar several times a week. Read the numbers, dates, and discuss the days of the week. Decide which week va [illegible] dates are. Mark special family	39.C. Blank calendar for children to complete	39.C. O C PA MC



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				events on the calendar. Your child can cross off days of the calendar and count the days that are left in the week or month.		
40. Seasonal Changes (Project to continue throughout the year)	40. The children will measure and record the temperature throughout the school year.	40. M.C*142_2	40. M.C*142 S.$C40_1$ S.$C40_2$ S.$C40_3$	40. The teacher will display half-poster size cardboards with names of the months around the classroom. Each month, she/he will help a child take a photo of an outdoor location near the classroom. The teacher will help a small group of children take the outdoor temperature at the beginning and middle of each month. The teacher will help a group of children collect a few objects from the school yard to represent the season. The photo, recorded data and specimens can be displayed on the month posters. At the end of each month, the teacher should help the children recall and record a few highlights of their classroom work.	40. Cardboard or poster boards Camera and film Thermometer Tape	40. O SSC MC
41. How Far Is It?	41.A. The children will measure distances from the classroom to locations in the school.	41.A. M.31_1 M. C* 149_3	41.A. M.C* 149_2 H.22_1 H.22_2 H.22_3	41.A. The teacher will ask "About how far do you think it is to the principal's office? To the music room?" and so on. After recording estimates, the teacher will appoint small groups of students to work with the assistant (or volunteer) and measure the distances. Each group should decide on a unit of measure. It might be yards, meters, giant steps, arm spans (children stretch out hand-to-hand and see how many arm span units are needed). Each group can again estimate the distance, then measure it. Groups should count as they measure. Groups will report to the class telling their numbers and units with which they measured. Each group could make a narrow sign to post outside the classroom showing data like: "35 yards to the principal's office," or "8 giant steps to the boys' restroom."	41.A. Yard or meter sticks Paper Markers	41.A. O SSC MC
	41.B. The children will discuss apparent sizes of objects.		41.B. S.$C35_1$ S.$C35_2$ S.$C35_3$	41.B. As each group can see the location they are going to, the assistant can have the children look at the door and notice its apparent size. As the children come nearer to each location, they can discuss the fact that the door seems larger as they come closer to it.		41.B. O



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
42. Classroom Counting	42.A. The children will count classroom objects.	42.A. $M.31_1$	42.A. $M.174_2$ $M.174_3$	42.A. The teacher will have children count classroom objects aloud. As objects are counted, the objects should be moved. For example, in counting books, books may be moved from one stack to another as the number names are said. As children are counted, they can stand up or move to another area of the room. The teacher should use different counting situations several times a week. Suggestions for classroom counting include: books, pencils (could be gathered and counted in each row), children, erasers, hairbows, belts, notebooks, workbooks, window panes, and so on.	42.A. Classroom objects and people	42.A. O C MC
	42.B. The children will discuss tens and ones in numbers of objects.	42.B. $M.C18_1$		42.B. When pertinent, the teacher can have the children pause after each ten objects are counted, pointing out groups of tens and ones. For example, in counting 27 books, pause after 10 and make a stack, make another stack after 20, then say "27--that's 2 tens and 7 ones."		42.B. O MC
	42.C. The children will skip count by twos.	42.C. $M.C24_3$	42.C. $M.C24.32_1$ $M.C24.33_2$	42.C. The teacher will have children count things that come in pairs (shoes, socks, feet, hands, ears). The teacher can lead the counting in a normal tone of voice, then encourage the children to say odd numbers in a whisper and even numbers in a normal tone (one, TWO, three, FOUR, five, SIX,...). Finally the children can practice counting by twos alone (2, 4, 6, 8,...).		42.C. O MC
		42.D. $M.C24_3$	42.D. $M.C24_1$ $M.C24_2$	42.D. The teacher can introduce the idea that where we have pairs, we have even numbers and have the children find even numbers of things in the classroom. They can verify that they have pairs by arranging the objects. If the children have mastered skip counting, have them count by 3's, 4's, etc.		42.D. O MC
	42.E. The children will skip count by fives and tens.	42.E. $M.C24_3$	42.E. $M.C24.32_1$ $M.C24_2$	42.E. The teacher can lead the children in counting fingers and toes. To avoid the numbers becoming too high, the children can count the fingers in one row or group of children, then count the next group, and so on. Follow the sequence described in C (above).		42.E. O MC

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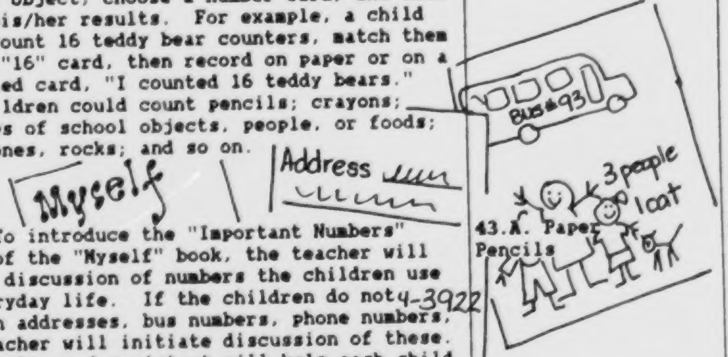
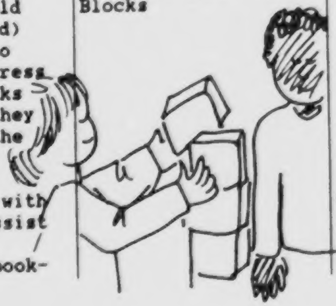
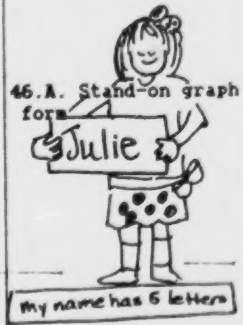
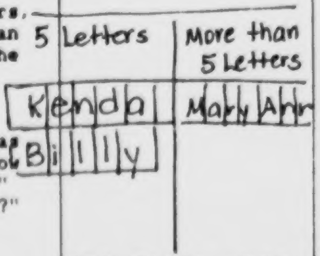
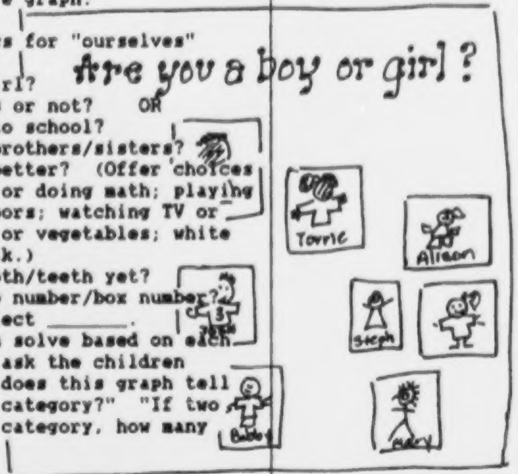
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	42.F. The children will count objects and write numerals.	42.F. M.C*3, C7, C15, 31		42.F. The teacher will prepare an area where children can count objects, refer to a chart with numerals and dots to represent numbers, choose number cards, and record results. Each child will be instructed to count a given kind of object, choose a number card, and then write his/her results. For example, a child might count 16 teddy bear counters, match them to the "16" card, then record on paper or on a laminated card, "I counted 16 teddy bears." The children could count pencils; crayons; pictures of school objects, people, or foods; pine cones, rocks; and so on. 	42.F. Variety of small objects, school supplies, and pictures	42.F. O C PF MC
Emphasis: Self 43. "Myself" Book--Important Numbers Pages	43.A. The children will write "important" numbers on pages of a booklet.	43.A. M.C8$_1$		43.A. To introduce the "Important Numbers" pages of the "Myself" book, the teacher will lead a discussion of numbers the children use in everyday life. If the children do not mention addresses, bus numbers, phone numbers, the teacher will initiate discussion of these. The teacher and assistant will help each child make a booklet page showing an address and telephone number. On a second page, each child can write his/her bus number (if any), and number of people in family, and one more "important" number.	43.A. Paper Pencils	43.A. O C PA MC
	43.B. The children will compare their heights.		43.B. M.C*144$_1$ M.C*144$_2$ M.C*144$_3$	43.B. The teacher will organize the children into small groups. Group members will help each other mark their heights on a piece of paper taped to the wall. Each child should compare his/her height to a meter (or yard) stick. The children can pile up blocks to reach some of their heights; they can express their heights in blocks (Kenny is 12 blocks tall. He's taller than a meter stick); they can see who is shortest, tallest, about the same height.	43.B. Paper Tape Meter or yard stick Blocks 	43.B. O SSC MC
	43.C. The children will help to measure and weigh each other.		43.C. M.C*144$_1$	43.C. The teacher and assistant can work with small groups of children and help them assist in measuring the heights and weighing of others. Children will complete a third book-		43.C. O C PA MC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		M.C*144$_2$		let page recording their own information. Children should illustrate each booklet page.		
44. People Patterns	44.A. The children will make, extend, describe and interpret.	44.A. M.C35$_1$	44.A. PE.C192$_1$ PE.C192$_2$ PE.C192$_3$	44.A. The teacher will describe a pattern and ask children to come up, in turn, and join the pattern. The pattern might be sit, stand, sit, stand ...., so every other child that joins the pattern will sit and every other child will stand. The children should tell about the pattern in their own words. Children can then take turns using other materials and processes to translate each pattern. To interpret the "sit-stand" pattern, children could arrange a red block, a blue block, red block, blue block, and so on. They could say A, B, A, B, A, B ... or clap, stamp, clap, stamp .... The teacher should present a variety of patterns such as AAB, AAB, ... ; ABBB, ABBB, ... ; long-short-short, long-short-short ...., and so on.	44.A. Blocks, counters, or selected other small objects	44.A. O C MC
	44.B. The children will skip count objects and people arranged in patterns by 2's, 5's, 10's.	44.B. M.32$_1$		44.B. The teacher will use patterns that involve objects or people in multiples of 2, 5, or 10, then lead the children in skip counting the objects or people. For example, on an AAAB, AAAB pattern, the children could count 5, 10, 15, 20, ...		44.B. O C MC
45. Fingerprints and ID Cards	45. The children will make and compare fingerprints, and make "ID cards."	45. M.8,31$_1$ M.C*144$_2$	45. M.C*144 H.30$_1$ A.C3 H.30$_2$ A.C3 H.30$_3$	45. The teacher will show children how to make fingerprints by rubbing a finger onto a pencil-scribbled area of paper, printing onto the sticky side of a piece of transparent tape, and taping the tape down onto plain paper. The teacher will encourage children to describe and compare their fingerprints, and discuss the fact that everyone's prints are different. The teacher can discuss the facts that some communities fingerprint children as a safety precaution. The teacher will show the children how to measure a notecard to make a small (8 x 10 cm or 2 x 3 inch) ID card. Each child can write his/her name, address, and phone number on the ID card and attach a fingerprint. Children can also trace around	45. Transparent tape Pencils Paper Rulers Note cards	45. O C PA PF AR MC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				one or both hands, attach fingerprints to each each finger, then examine and compare their prints and those of classmates.		
46. Name Graphs	46.A. Each child will print his/her name on a name tag and stand on a graph form to show the number of letters in the name.	46.A. M.31,239$_1$ M.C24$_3$	46.A. M.250$_1$ M.C24,250$_2$ M.250$_3$	46.A. The teacher will instruct each child to print his/her name on a name tag. The teacher can help each child read another child's name and count the letters in the name. Children should stand on a graph form labeled with categories: "My Name Has 5 Letters," "My Name Has Fewer Than 5 Letters," and My Name Has More Than 5 Letters." The teacher can help children decide who has the longest and shortest names (in terms of letters) in the class.	46.A. Stand-on graph form  	46.A. O MC
	46.B.(1) Each child will write his/her name on grid paper. 46.B.(2) Each child will count the letters in his/her name.	46.B. M.C7,31,239$_1$	46.B. M.241,250$_1$ M.250$_2$ M.250$_3$	46.B. The teacher will provide grid paper and instruct each child to write his/her name, one letter per square, on the paper. Children will cut out their names and tape or pin them to a graph labeled with a five-letter name (Kenda, Billy) according to the categories: My Name Has . . . the same number of letters, fewer letters, more letters. Each child can count the letters in his/her name before the grid paper is attached.	46.B. Grid paper with 2 centimeter (or 1 inch) squares Graph form Pins or tape  5 Letters More than 5 Letters Kenda Billy Mary Ann	46.B. O C PA MC
				46.C. The teacher will help the children interpret the graph asking questions such as "How many names are in this category?" "How can we tell which category has more names?" "Whose name is this?" "Are any sets equal?" "How can you tell?"		
47. "Ourselves" Graphs	47.A. The children will participate in making "real" graphs in bar-graph format.	47.A. M.C7,31$_1$	47.A. M.241,250$_1$ M.241,250$_2$ M.241,250$_3$	47.A. The teacher will develop graph categories and topics with children. For instance, the teacher might say "We want to see how we get to school. What are some ways?" "If we make a graph, what can we call (title) it?" Once graph categories and titles are developed, children will stand on appropriate areas of shelf paper to make a "real" graph.	47.A. Plastic shelf paper divided into sections about 40 cm (15 in.) long Paper to mark graph titles and category names	47.A. O

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	47.B. The children will make bar graphs.	47.B. M.C7,31$_1$	47.B. M.241,250$_1$ M.250$_2$ M.250$_3$	47.B. The children will draw pictures on squares of paper. The papers can be pinned or taped to a bulletin board or display area to create a bar graph.	47.B. Squares of paper about 10 cm x 10 cm (4" x 4") Crayons/marker Large paper to add pictures to	47.B. O PA
	47.C. The children will make picture graphs.	47.C. M.7,31,239$_1$	47.C. M.C244$_3$	47.C. The children will draw pictures to represent their categories and use the pictures to create a picture graph. **NOTES**: Some graph topics for "ourselves" include: Are you a boy or girl? Do you ride the bus or not? OR How do you get to school? Do you have older brothers/sisters? Do you like _____ better? (Offer choices such as reading or doing math; playing outdoors or indoors; watching TV or shopping; fruit or vegetables; white or chocolate milk.) Have you lost a tooth/teeth yet? Do you have a house number/box number? I like to save/collect _______. To interpret and problem solve based on each graph, the teacher will ask the children questions such as "What does this graph tell us?" "How many in this category?" "If two more people were in ___ category, how many would there be?"  Are you a boy or girl? Alison Steph	47.C. Same as above	47.C. O PA MC
48. Sets o' Kids, Sets o' Stuff	48.A. The children will classify objects by 2 properties.	48.A. M.29$_1$ M.177$_3$	48.A. M.177$_1$ M.177$_2$	48.A. The teacher will call children forward in groups using two properties. For example, he/she might call children with jeans and tie shoes, boys with tea shirts, children with earrings and hairbows, and so on. The teacher should invite the children to glance around and check that everyone in the set actually fits the criteria that have been announced. The teacher will ask each child to take out 10 classroom objects and then ask for objects to be held up on the basis of two properties--for example--something red you write with, paper that's not all white, something metal to cut or fasten things with.	48.A. Classroom objects selected by each child	48.A. O C MC

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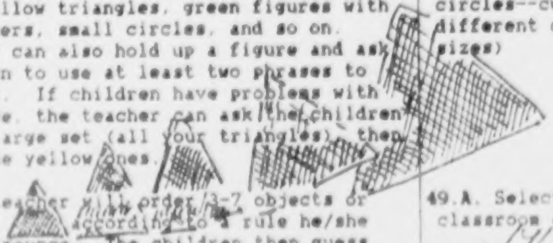

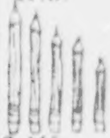

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	48.B. The children will identify geometric shapes and classify them by 2 properties.	48.B. M.29.217$_1$		48.B. The teacher will distribute 10-12 colored paper geometric shapes to children and ask that shapes be held up on the basis of 2 properties. For example, the teacher could call for yellow triangles, green figures with square corners, small circles, and so on. The teacher can also hold up a figure and ask the children to use at least two phrases to describe it. If children have problems with the exercise, the teacher can ask the children to find a large set (all your triangles), then pick out the yellow ones.	48.B. A variety of paper shapes (squares, rectangles, triangles, circles--cut in different colors and sizes)	48.B. O C
49. Mystery Rules	49.A. The children will guess a rule for ordering.	49.A. S.C35 R.115$_1$	49.A. R.115$_1$	49.A. The teacher will order 3-7 objects or children according to a rule he/she does not announce. The children then guess what the rule for ordering is. For example, the teacher might arrange five pencils from largest to shortest and ask how the pencils were put in order. Other examples of ordering include: shades of color (lightest to darkest) geometric shapes (largest area to smallest) children's heights (shortest to tallest) children's hair length (longest to shortest) stacks of books (shortest to tallest) weights (classroom objects heaviest to lightest)	49.A. Selected classroom objects	49.A. O
		R.115$_2$	R.115$_2$			
		R.115$_3$	R.115$_3$			
	49.B. The children will guess a rule for classifying.	49.B. M.29 R.115$_1$	49 B	49.B. The teacher will sort objects or people into two groups according to a rule that he/she does not announce. The children will then guess what the rule for classifying is. For example, the teacher might select children from a row and arrange them as to whether they are wearing jeans or not. The children can guess the rule for classifying. Other examples of "Mystery Rule" for classifying are: Children wearing belts or not Children wearing socks or not Children wearing tie-shoes or slip-on shoes Things to write with and things you can't write with Books with words and picture books without words Things made of paper and things made of plastic	49.B. Selected classroom objects	49.B. O
			R.115$_1$			
		R.115$_2$	R.115$_2$			
		R.115$_3$	R.115$_3$			

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
50. Making Blindfolds	50. The children will make blindfolds to use in sensory games.	50. E.3,4,32$_1$	50. PE.C196$_1$ PE.C196$_2$ PE.C196$_3$	50. The teacher will show children how to cut shoulder holes from a grocery bag or use about 2/3 of a paper plate and cut a nose hole. The children can make blindfold designs decorating their bags or plates with scrap materials. The blindfolds can be used in a variety of sensory games and activities such as the "Feely Walk," listening to identifying and patterning sounds, describing textures by feeling them, and so on.	50. Grocery bags Paper plates Variety of scrap materials Glue Scissors	50. O
51. "What can you see?"	51. The children will use mirrors to locate and describe objects.	51. M.218 S.32 R.115$_1$ R.115$_2$ R.115$_3$	51. R.115$_1$ R.115$_2$ R.115$_3$	51. The teacher will choose an object in the front of the classroom and ask children, "How could you see this if your back was to it?" If the children do not suggest using a mirror, the teacher will let several children try using the mirror to "see behind" them. The teacher can show how reflected light hits an object, travels to the mirror, and is reflected to a person's eyes. The teacher will organize the children into small groups and give each group a mirror. The teacher will encourage the groups to try different orientations for the mirror and describe what they see. If children hold the mirror to their right and look to the right, what do they see? If they hold the mirror horizontally and look down into it, where do they see? (the ceiling)	51. Small hand mirrors	51. O C
52. Identifying Sounds	52. The children will identify sounds and produce patterns of sounds.	52. S.C32 M.C35$_1$	52. H.22$_1$ H.22$_2$ H.22$_3$	52. The teacher or assistant can work with a group of children to distribute small objects such as pencils, bells, plastic objects, paper clips, small film cans partially filled with sand, small wood blocks, and so on. The adult should work behind a box or screen and use an object to produce a sound. The children should try to identify the sound and hold up the object that is making the sound. The adult can make some sound patterns (tap-pause-tap-pause or ring-ring-ring-pause-ring-ring-ring-pause) for the children to copy. If the children are successful, they can pattern the sounds with other objects (instead of bell rings, they could clap or tap with a paper clip).	52. At least 5 small objects for each child in a small group A box or screen	

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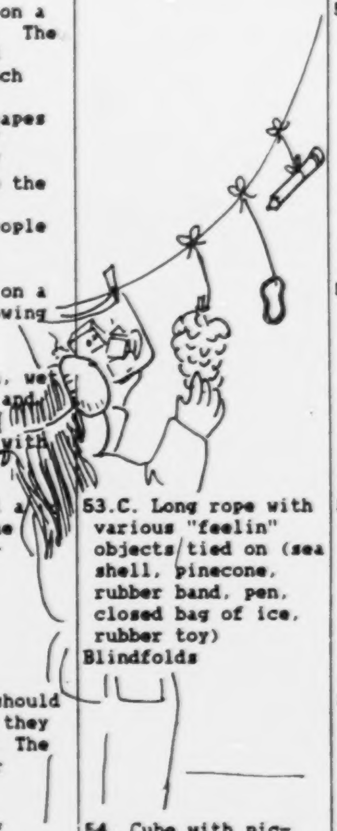
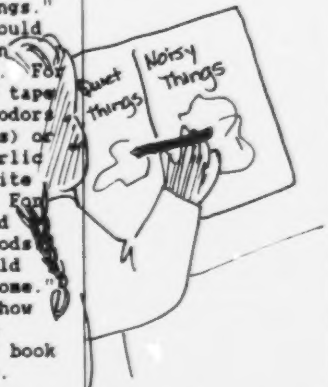
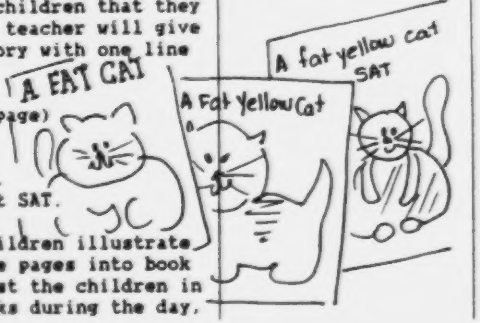
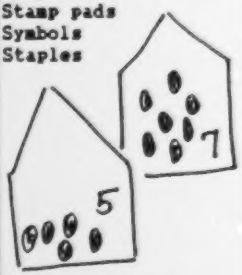
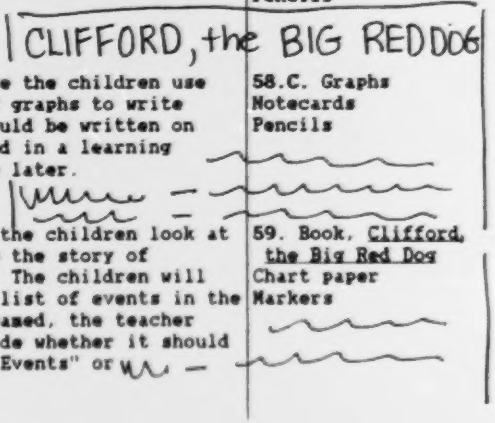
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
53. Sensory Walk	53.A. The children will participate in a "seeing walk."	53.A. S.C32 $M.217,218_1$	53.A. $S.C35_1$ $S.C35_2$ $S.C35_3$	53.A. The teacher will take the children on a "seeing" walk around the school building. The children will pause at various places and describe things in answer to questions such as: "What can you see above your head?" "Do you see any triangles?, What other shapes do you see?" "What can you see down low?" "What do you see that tells us what room/location this is?" The teacher will have the children note that the apparent sizes of objects vary depending on how far away people are.		53.A. O
	53.B. The children will participate in a "smelly walk."	53.B. $S.C32_1$		53.B. The teacher will take the children on a walk on the school grounds, perhaps following a rain. The group can pause at various locations and note the smell of various objects and locations--near the cafeteria, wet earth, pine needles, mold, sand, flowers and grasses, and so on. The teacher will encourage the children to describe odors with several words.		53.B. O
	53.C. The children will participate in a "feely walk."	53.C. $S.C32_1$	53.C. $OC.C34_2$ $OC.C34_3$	53.C. The teacher will set up in the hall a rope with various objects tied on it. The assistant can help small groups of blindfolded children walk along the rope and discuss things they feel.	53.C. Long rope with various "feelin" objects tied on (sea shell, pinecone, rubber band, pen, closed bag of ice, rubber toy) Blindfolds	53.C. O
				53.A/B/C. After each walk, the children should discuss the experience, tell what senses they used, and repeat new words they learned. The children can write an experience story or individual stories about each walk.		53.A/B/C. O PA SSC PF
54. Sensory Cubes (Activity)	54. The children will discuss and use senses.	54. $S.32_1$		54. The teacher will show small groups of children how to toss a "sensory cube" die, then use the sense that shows on the top of the die to examine a small object. If a child throws "ears," for example, he/she should choose a small object, show how it could be listened to and describe the sounds it makes.	54. Cube with pictures of eye, ear, hand, mouth, tongue, and nose on the faces The sixth face is marked with "more than 1 sense."	54. O C



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
55. Sensory Book (Project)	55. The children will write about and illustrate use of the senses.	55. S.32_1 Classification by at least one property. (Supports MA.29)		55. Over several days, the teacher will help children complete pages for individual sensory books. For the sight page, the teacher might have children use hand lenses, draw and write about what they see, and somewhere include the words "eyes and see (or sight)." For the hearing page, a child could describe and illustrate "noisy things" and "quiet things." For the feeling or touch page, a child could glue on small pieces of scrap material in "smooth," "rough," and "both" categories. For the smelling page, a child could glue or tape on natural materials that have distinct odors (pine needles, flower petals, onion skins) or use small dots of glue sprinkled with garlic powder or cinnamon. The child should write about the odors and the sense of smell. For the taste page, the child can picture and describe favorite tasty and healthful foods. As a "homework" assignment, children could complete a page on "using my senses at home." Finally, for the cover, each child can show each sense and entitle the booklet. The teacher can help each child bind his/her book with staples, rings, brads, or yarn ties.	55. Paper Crayons/markers Materials to bind pages Scrap and natural materials  	55. O C PA PF
56. Cats & Mice	56. The children will take home a book they can read on the first day of school.	56. R.24,C*42, C44 E.1,27_1 R.40,C*42, $C44_2$ R.C*42 A.$C1_3$	56. R.C*42,C44 E.57_1 R.C*42_2 R.C*42_3	56. The teacher will share the story Cats & Mice with the children on the first day of school, telling them that they will be reading many more books about pets during the first weeks of school. The teacher will put the word "cat" on the chalkboard and ask who can read it. S/he will tell the children that they can read a whole story. The teacher will give the children a duplicated story with one line on a page about 4" x 8": A Cat (title page) A fat cat. A fat yellow cat. My fat yellow cat SAT. The teacher will have the children illustrate each page and will staple the pages into book form. The teacher will assist the children in learning to "read" their books during the day.	56. Book, Cats & Mice by Duplicated book pages Staples Stapler Markers  A FAT CAT A Fat Yellow Cat A fat yellow cat SAT	56. L O

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				and let them take them home to read to their families.		
57. Mouse Family	57. The children will count, number, and compare thumbprints.	57. M.C*3,31$_1$ M.C*4,C9,39$_2$	57. M.C*4,C9,39$_2$ M.C*40$_3$	57. The teacher will give the children pieces of paper cut into the shape of a house. Several sizes of houses will be used. Each child will be asked to put a big family of mice inside his/her house using finger and thumbprints. The children will then count the mice in their house and, with the help of the teacher, write the correct numeral on the house. The houses of mice will then be put onto the bulletin board by "partners" who will specify "less than," "more than," and "equal" relationships. The teacher will assist each pair of children with selecting an appropriate symbol to signify the relationship.	57. House-shaped paper Stamp pads Symbols Staples 	57. O L MC
58. Dog Graph	58.A. The children will sort using their own criteria.	58.A. E.3$_1$		58.A. The teacher will have the children cut dog pictures from magazines. The teacher will divide the children into groups and have each group sort all the dogs it has cut out. They will then glue their dogs onto poster board to make a graph.	58.A. Magazines Scissors Poster board Glue	58.A. SSC MC L O PA
	58.B. The children will develop questions to guide interpretations of their graphs.	58.B. E.31$_1$	58.B. E.*185,C347$_3$	58.B. The teacher will have each group make a list of questions that others can answer by using their graph.	58.B. Graphs Paper Pencils	58.B. O SSC
	58.C. The children will write math story problems.	58.C. M.174$_2$ E.*67,C346, C347 M.172,C240	58.C. M.173,174$_2$	58.C. The teacher will have the children use the information from their graphs to write story problems. These should be written on cards, laminated and placed in a learning center for children to use later.	58.C. Graphs Notecards Pencils	58.C. PA O WC
59. Real and Make-Believe	59. The children will classify events as possible or not possible.	59. R.4 R.113$_1$	59. R.113$_1$	59. The teacher will have the children look at the pictures and listen to the story of Clifford, the Big Red Dog. The children will then help to brainstorm a list of events in the story. As each event is named, the teacher will ask the group to decide whether it should be listed under "Possible Events" or "Impossible Events."	59. Book, Clifford, the Big Red Dog Chart paper Markers  CLIFFORD, the BIG RED DOG	59. L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
60. Working Dogs	60.A. The children will construct questions and interview a visitor.	60.A. E.335_2	60.A. S.C5 H.22,$C23_1$	60.A. The teacher will arrange for a visitor to bring a "working dog" to class and demonstrate the work that the dog is trained to do. After the visit the teacher will have the children write an experience story telling what they learned.	60.A. Visitor with a working dog Chart paper Marker	60.A. O L
	60.B. The children will write a group thank-you note to the visitor.	60.B. E.32,$C33_1$ E.*67,*196_3	60.B. E.*380,381_2 E.*383_3	60.B. The teacher will have the children dictate a group thank-you note to be sent to the visitor and the dog. The teacher will demonstrate the correct form for writing a thank-you note, and will demonstrate how an envelope should be addressed and stamped for mailing. Those children who want to write individual notes will be encouraged to do so.	60.B. Chart paper Marker Paper Pencils	60.B. L
61. Clifford's Family	61. The children will identify sequence in a story.	61. R.C*63 [illegible].27,339_1 R.19_2		61. The teacher will read the book, Clifford's Family. The teacher will then provide a long strip of paper divided into four sections. The children will draw characters from the story according to the order in which Clifford met them in the story.	61. Divided strips of paper Markers Book, Clifford's Family	61. PA
62. Dog Patterns	62.A. The children will make and label a dog pattern.	62.A. E.48_1		62.A. The teacher will provide rubber dog stamps and red, blue, and green ink pads. The teacher will have the children make a pattern of dogs on a long strip of paper. The children will say their patterns and write labels above them.	62.A. Dog stamps Stamp pads in 3 colors Pencils	62.A. O L WC
	62.B. The children will write their numbers as far as possible.	62.B. R.19_2		62.B. The teacher will give the children paper of a suitable size and ask them to predict how many dog pictures they can make on the paper with a selected stamp if they do not overlap the pictures. These estimates will be written on a chart. The children will then fill in the page. Next, the children will number the dogs on the page, writing their numbers as far as they can.	62.B. Dog stamps Ink pad Paper Dark marker	62.B. MC O PA
63. House Matching Game	63. The children will identify different houses and occupants.		63. S.$C20_1$	63. The teacher will give each child two identical pieces of paper. On one the child will draw a house from the book and on the other what lives in that house. (Example: rabbit/hutch; bedbug/bed). These pictures will be laminated to use as game cards. Rules can be developed by the children.	63. Cards Markers Reference books Laminating film	63. O PA

Miss C
1st grade
Elem. School

Mr. John Park
4392 E.W. Road
Oxford, MS
38655

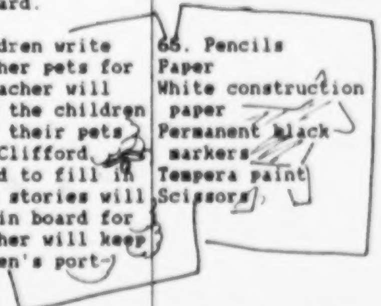
Estimation of Stamps

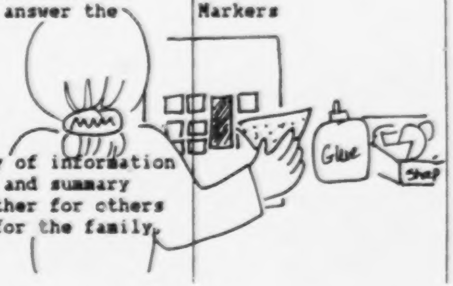
Carter - 27 stamps

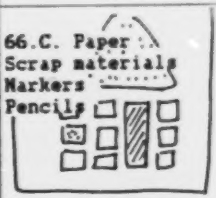
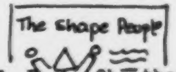
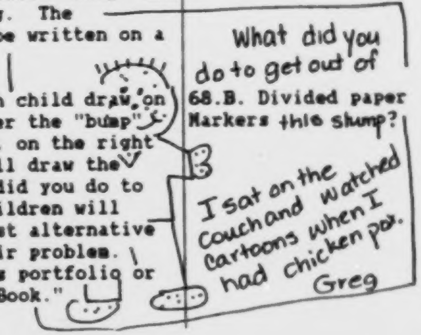
Rachel - 41 stamps

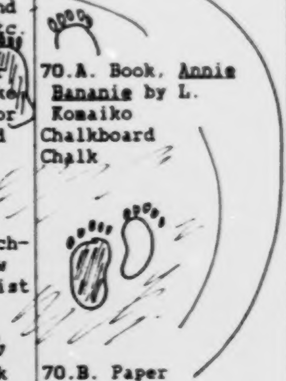
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
64. Clifford	64.A. The children will use picture cues to predict story content.	64.A. R.40$_2$ R.C43$_3$	64.A. R.85$_1$ R.C*70,C*72$_3$	64.A. The teacher will show the book Clifford, the Big Red Dog to the children, asking them to look at the pictures and predict what the story is about. The responses of the children will be written down, and the children's story will be read back with their assistance as the teacher shows the pages.	64.A. Big Book of Clifford, the Big Red Dog by N. Bridwell Chart paper Marker	64.A. L O WC
	64.B. The children will listen as the teacher reads a book.	64.B. R.C44$_2$		64.B. On the next day, the teacher will read the book, using a pointer to indicate each word, while the children follow along.	64.B. Book, Clifford, the Big Red Dog Pointer	64.B. O
	64.C. The children will participate in a cloze activity.	64.C. R.5$_1$ R.C44$_3$		64.C. The teacher will put the word "Clifford" on the chalkboard. As the teacher reads the story, the children will supply the word "Clifford" in the story each time it is encountered in the text.	64.C. Book from above	
	64.D. The children will interpret the action of a story.	64.D. E.337$_2$ R.C*64,C*66, C*68,C*70$_3$	64.D. R.C*65,C*67, C*71,C*82$_2$	64.D. The teacher will have the children work in groups to develop their own plays about Clifford, the Big Red Dog. Characters that might be included are: Clifford Emily Elizabeth Other people and their dogs The policeman The car and man in it The lion The thief The bad boys Show dogs Each group will be given a time to present their play as the teacher or a "reader" reads the book. Clifford Emily	64.D. Props Book from above	64.D. O L SSC
	64.E. The children will re-create the characters in a story using art materials.	64.E. E.1,2,3,4, 26$_1$ A.C1$_3$	64.E. A.2$_2$ A.42$_3$	64.E. The teacher will make available a variety of materials to be used in making characters from the Clifford story. The children will draw the characters on felt or cardboard, adding details with permanent marker and fabric/paper scraps. These characters will be used with a felt board or magnet board.	64.E. Colored felt (red, black, blue, yellow, white) Yarn scraps Paper scraps Magnetic tape Poster board Fabric scissors Glue Permanent markers Felt of magnet board	64.E. PA AR

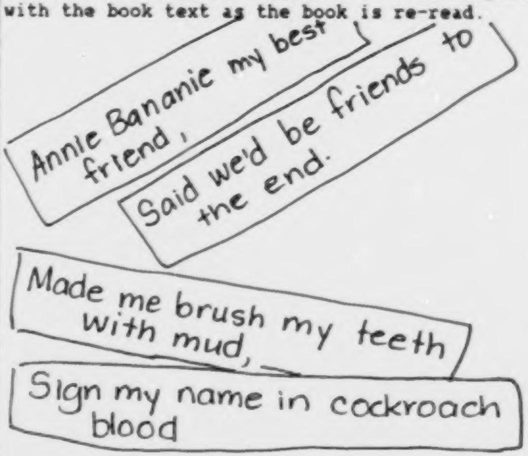
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	64.F. The children will recognize sight words.	64.F. E.337_2 R.$C44_3$		64.F. The teacher will point to the words in the story as the children "read" the words they remember or recognize. Some children will be invited to use their props to illustrate the storyline on the magnet or felt board.	64.F. Big book Pointer Child-made characters Felt or magnet board	64.F. O
65. Pet Show Bulletin Board	65. The children will write about their dogs or other pets.	65. E.23,32,32, C33,C34,48_1 E.*67_3	65. E.37,38_1	65. The teacher will have the children write stories about their own dogs or other pets for inclusion in a "Pet Book." The teacher will provide black permanent markers so the children can make large outline drawings of their pets (like Norman Bridwell used in the Clifford books). Tempera paint will be used to fill in the colors. The pet portraits and stories will be cut out and mounted on a bulletin board for display in a "Pet Show." The teacher will keep the stories to put into the children's portfolios.	65. Pencils Paper White construction paper Permanent black markers Tempera paint Scissors	65. WC PF PA
66. House Book	66.A. The children will predict and verify meaning in print.	66.A. E.49 R.6,C*41_1	66.A. E.334_2	66.A. The teacher will read the book, A House is a House for Me several times over a period of days, focusing on different details of the story context and cues each time it is read. Cloze technique will be used to have the children complete the rhyming phrases in a meaningful way.	66.A. Book, A House is a House for Me by M. A. Hoberman	66.A. AR L WC
	66.B. The children will apply counting and recording skills.	66.B. E.18,31,48 M.C*217_1	66.B. M.C*2171	66.B. The teacher will give the children cut-out paper of various sizes and shapes and ask them to design a house with this particular shape. After the design is completed, the teacher will have the children answer the questions: How many squares-- How many circles-- How many triangles-- How many rectangles-- were used in your design? Each child will write a summary of information using drawing/writing. Houses and summary stories will be displayed together for others to see and read, leaving room for the family, as designated below.	66.B. Paper shapes Construction paper Scissors Glue Markers	66.B. PA MC L O





Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	66.C. The children will draw people and write about them.	66.C. R.115$_1$	66.C. E.38,39,344, C346,352 R.115$_1$	66.C. The teacher will ask the children to "design" a family to live in the house they created. It can be a real or imaginary family. The teacher will have the children write about the families they have created to live in the houses they designed. A sample person and the written work will be kept by the teacher for the portfolio once the display is taken down. A photograph will be made so the children can remember an early project.	66.C. Paper Scrap materials Markers Pencils 	66.C. PF P
67. A Trip With Dr. Seuss	67. The children will identify rhyming words in print.	67. R.C44$_1$ R.C44$_3$	67. R.C44$_2$	67. The teacher will read the book, Oh, the Places You'll Go! several times during the course of a week, letting the children supply words as they become familiar with them. The teacher will then give each child a word card with a printed rhyming word from the book. The teacher will help the children to decode their words using phonics knowledge. The teacher will then read the book again, letting the children who have a pair of rhyming words, walk down the "Road to Great Places" that has been rolled out in the classroom. Children will walk down the road as their words are read, and then return to their seats.	 67. Book, Oh, the Places You'll Go by Dr. Seuss Road of paper or plastic Signpost--"Road to Great Places" Rhyming word cards	67. O L
68. Life's Hang-Ups	68.A. The children will name times when they felt bad.	68.A. R.40$_2$	68.A. R.C*35$_1$ SS.C2$_2$ H.49$_3$	68.A. The teacher will have the children listen to a section of the story about "bang-ups and hang-ups." The teacher will have the children give their interpretations of this passage. The teacher will then ask the children to think of times when they hit an unexpected "bump" and were disappointed with something. The responses of the children will be written on a chart.	68.A. Book Chart paper Marker	
	68.B. The children will suggest solutions to problems they might encounter.		68.B. H.49,50,C57, C58$_3$	68.B. The teacher will have each child draw, on the left half of a sheet of paper the "bump" that happened to him/her. Then, on the right half of the paper, the child will draw the answer to the question: "What did you do to get out of this slump?" The children will share their work and will suggest alternative ways they might have solved their problem. These can be kept in the child's portfolio or put together into a "Solutions Book."	68.B. Divided paper Markers  What did you do to get out of this slump? I sat on the couch and watched cartoons when I had chicken pox. Greg	68.B. PA L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
69. Special People Road	69.A. The children will estimate and count the total footprints that would represent the class.	69.A. E.11 M.C*40$_3$	69.A. M.C76,C*77$_3$	69.A. The teacher will have the children think about how many footprints there would be if every child in the class made one with each foot. The children's individual predictions will be written down on a chart. The teacher will then provide a bulletin board paper road. The children will each make a red print with tempera using their right foot and a blue print using their left foot, covering the length of the road. The footprints will be counted together. The estimates will be compared with the correct total and each will be marked by the estimator as "more than," "less than," or "equal to."	69.A. Chart Marker Paper road Tempera paint in two colors	
	69.B. The children will solve a mathematical problem involving division.	69.B. E.11$_3$		69.B. The children will be put into groups and asked to figure how many red and how many blue footprints there are. Each group will present a solution and explain how the answer was derived. The work will be compared with the answer derived by counting. The teacher will label the road "Special People Walk This Way" and put it in front of the room for display. This chart can be used for other math activities. Footprints can be measured, cut out and compared, covered with beans to find area, etc.	69.B. Footprint road	69.B. O
70. Annie Bananie	70.A. The children will analyze the devices used to develop a character.	70.A. R.40$_2$ E.289,*291$_3$	70.A. R.C*81$_1$ E.*291$_2$	70.A. During the study of friends the teacher will read the book Annie Bananie by L. Komaiko. In this profile of a "best friend," the author develops a character sketch that forms a good base for discussing characterization. After reading the story, the teacher will have the children use descriptive words or phrases to complete a brainstorming web about "Annie Bananie." Once the web is complete, the teacher will ask: "How did the author let us know what kind of person Annie Bananie was?" A list of these devices for developing a character will be developed.	70.A. Book, Annie Bananie by L. Komaiko Chalkboard Chalk 	
	70.B. The children will create portraits of a friend.		70.B. E.*291$_2$ A.42$_3$	70.B. The teacher will have the children work in pairs to study the face of a friend. Each child will then draw the partner's face, showing specific characteristics that are like the friend. The teacher will have the children cut	70.B. Paper Markers Pencils	

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				out these facial portraits and they will be displayed on a bulletin board or wall.		
	70.C. The children will write rhyming couplets about friends.	70.C. R.13$_1$	70.C. R.C*81$_1$ E.C41.C42. 181$_3$	70.C. The children will next look at the portraits they created, think about what the person is like, and write two lines (or more, if they choose) about the person, using their name. The teacher will set the guidelines for writing only GOOD things about each other. The teacher will suggest that the children may want to make a rhyme. These couplets will be displayed with the portraits. Older children can write in cursive.	70.C. Paper Pencils Markers	70.C. PA WC
71. Matching Couplets	71. The children will match lines of print according to rhyming words.	71. R.13$_1$ E.*357$_3$	71. E.*357$_1$	71. The teacher will prepare sentence strip sets with one line of a rhyming couplet from the book, Annie Bananie on each strip. The children will work in small groups to re-create the text of the story using the sentence strips. The completed stories will be compared with the book text as the book is re-read.  Annie Bananie my best friend, Said we'd be friends to the end. Made me brush my teeth with mud, Sign my name in cockroach blood	71. Sentence strips Book, Annie Bananie	71. PA

LIVING AND LEARNING TOGETHER

BIBLIOGRAPHY

LIVING AND LEARNING TOGETHER

BIBLIOGRAPHY

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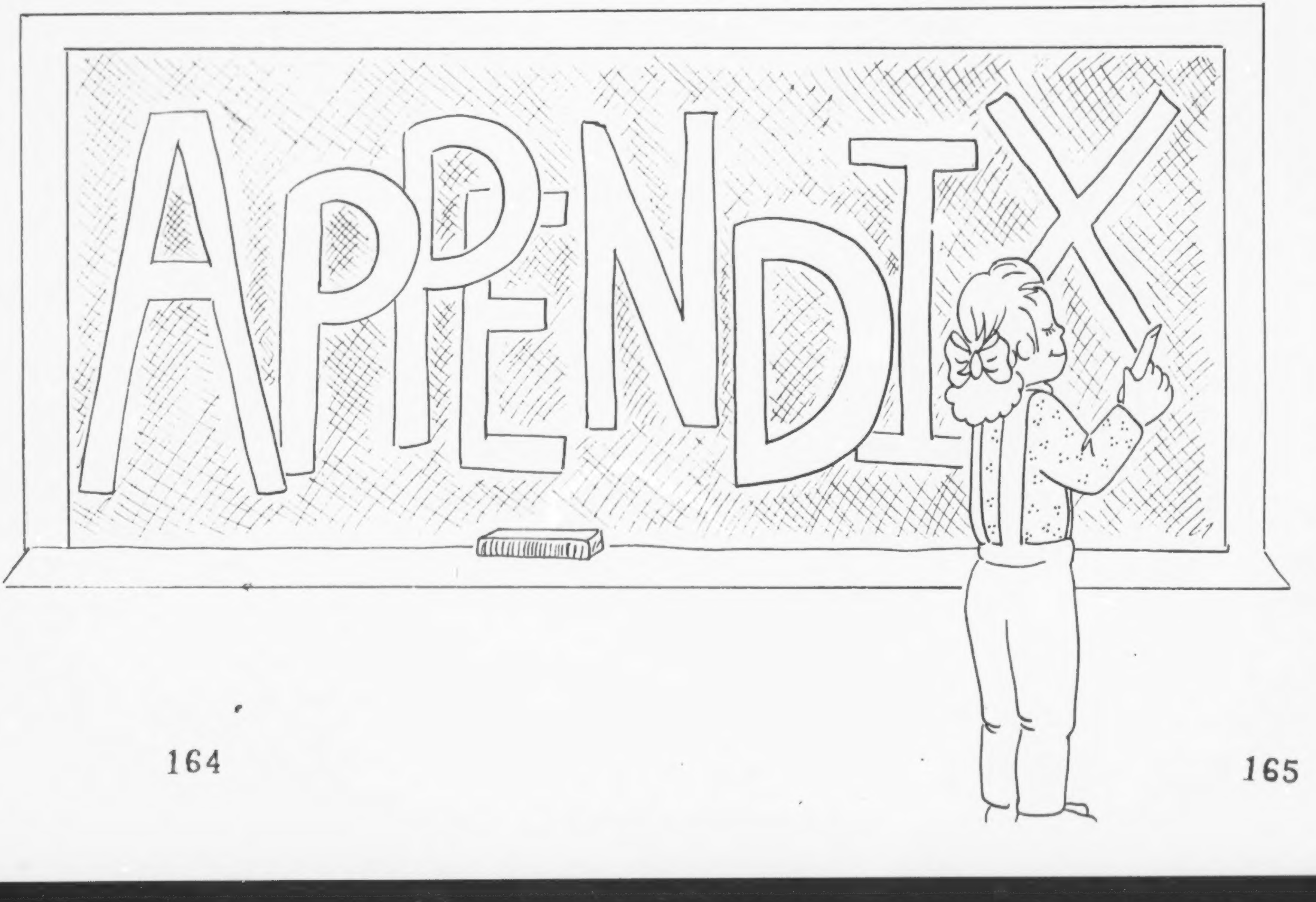

APPENDIX

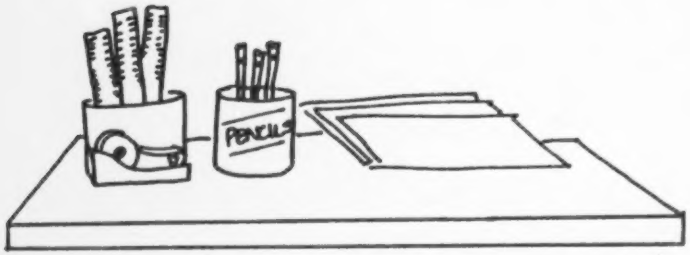
LIVING AND LEARNING TOGETHER

VOCABULARY

books
friends
calendar
sorting
cereal
dog
face
teeth
letters
jobs
roles
grouping
care
milk
brush
manners
feelings
food groups
divorce
friendship
portrait
character
brain
rules
healthy
counting
people
grow
author
fat
vegetable
night
telephone
pets
cats
senses
fruit
house
sister
day
family
babies
grandparents
mice
meat
brother
album
sugar

Activity 45 (Page 47)

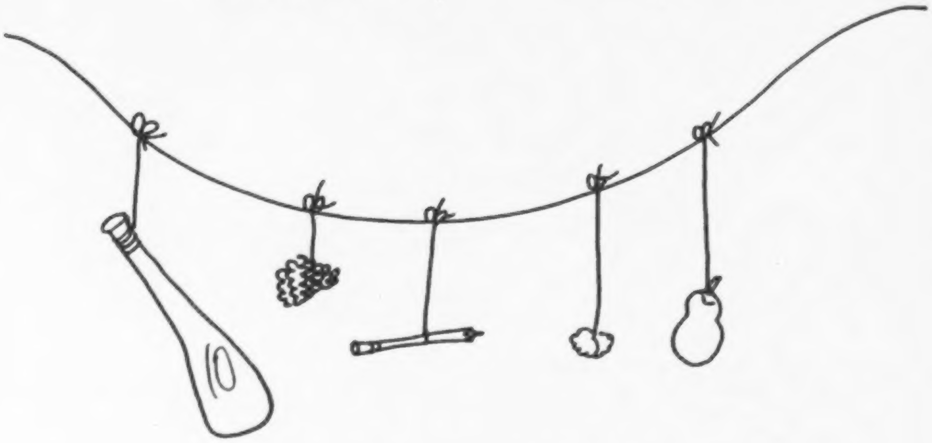
Materials: Transparent tape
pencils
paper
rulers
note cards



See Activity 45 for directions. Children make fingerprints by rubbing a finger over pencil-scribbled area. These are discussed, compared, and used to make I.D. cards.

Activity 53.C. (Page 52)

Materials: Rope with feely objects

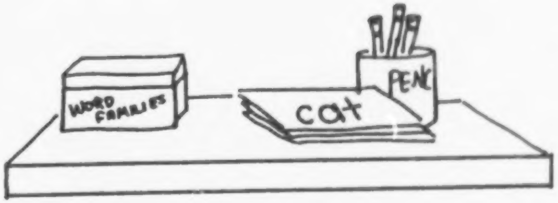


See Activity 53.C.

Children are blindfolded. They walk alongarope and discuss and identify the things they feel.

Project 14 A.B.C. (Pages 26,27)

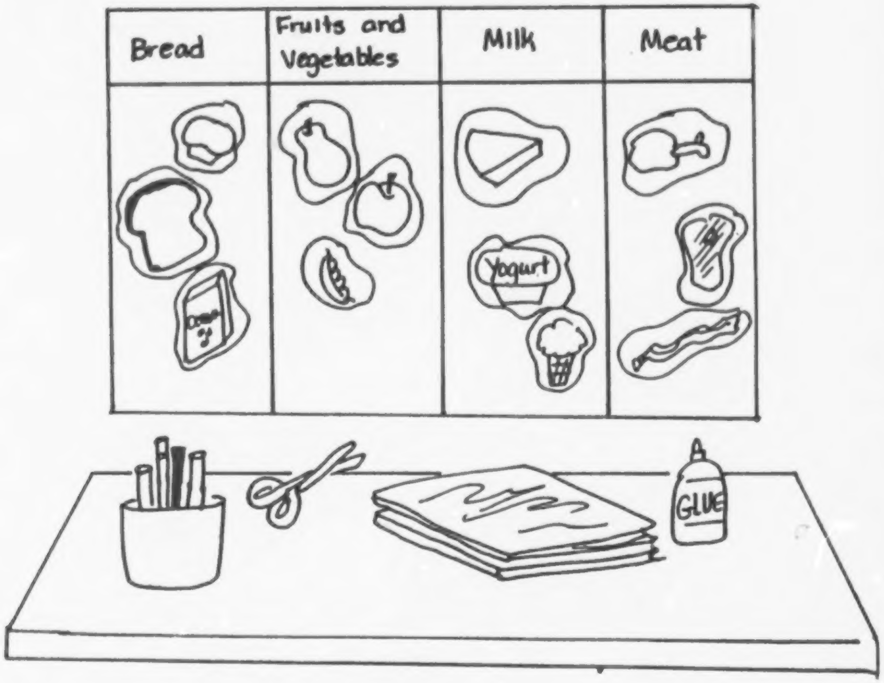
Materials: 5X8 index cards
file box
pens
pencils
file box


WORD FAMILIES
cat
PENC

Children write and illustrate word families - at, cat, sat, hat. Place in a file box and let children work in pairs to practice reading.

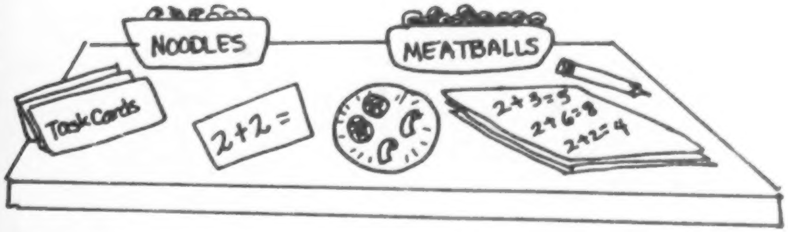
Activity 16.A (Page 28)

Materials: Old magazines
Newspapers
scissors
glue
paper
Crayons
markers


Bread
Fruits and Vegetables
Milk
Meat
Yogurt
GLUE

Activity 22 (Page 33)

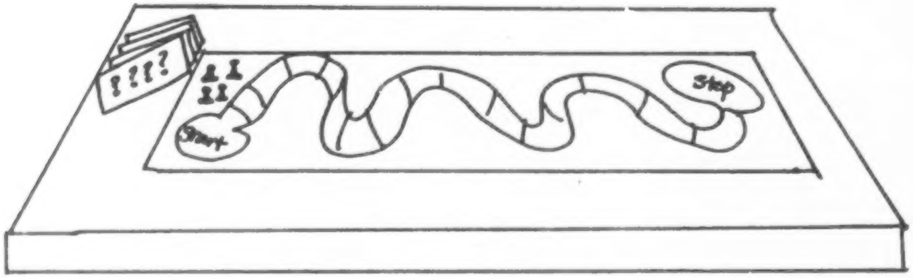
Materials: Small paper plates
dry macaroni
dry noodles
meatball pictures or brown
ball fringe pieces
task cards
pencils



Children choose task cards or follow verbal instructions. Record answers to problems given. Example: (Draw task card 2+2. Spoon 2 meatballs and 2 pieces of spaghetti onto paper plate. Record 2+2 = 4.)

Activity 28 (Page 37)

Materials: Poster board
markers
crayons
scrap materials

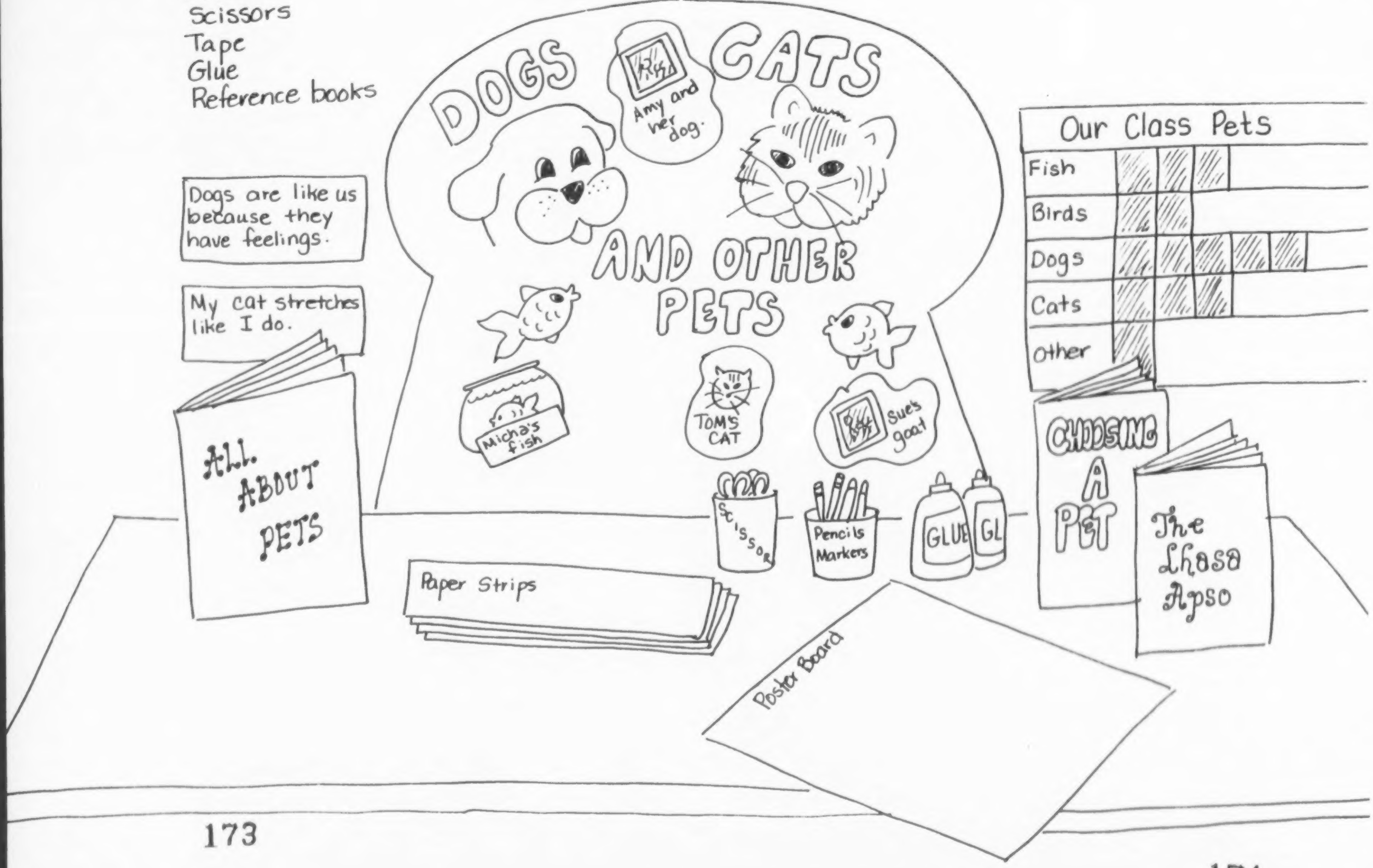


Children make their own games. Questions about healthy and unhealthy habits are the basis for the game.

Materials: Poster board
Paper strips
Markers
Scissors
Tape
Glue
Reference books

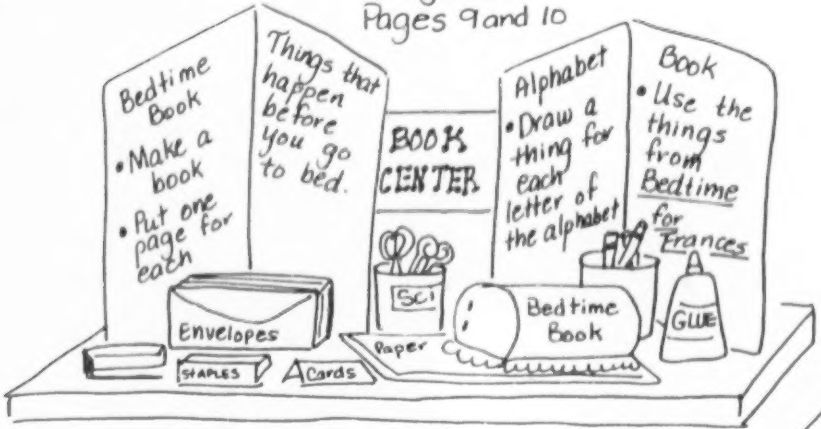
Family Pet Bulletin Board

Activity 10 A-D Page 23


DOGS
CATS
Amy and her dog.
AND OTHER PETS
Micha's fish
TOM'S CAT
Sue's goat
Dogs are like us because they have feelings.
My cat stretches like I do.
Our Class Pets
Fish
Birds
Dogs
Cats
other
ALL ABOUT PETS
CHOOSING A PET
The Lhasa Apso
Paper Strips
Poster Board
SCISSORS
Pencils Markers
GLUE
GL

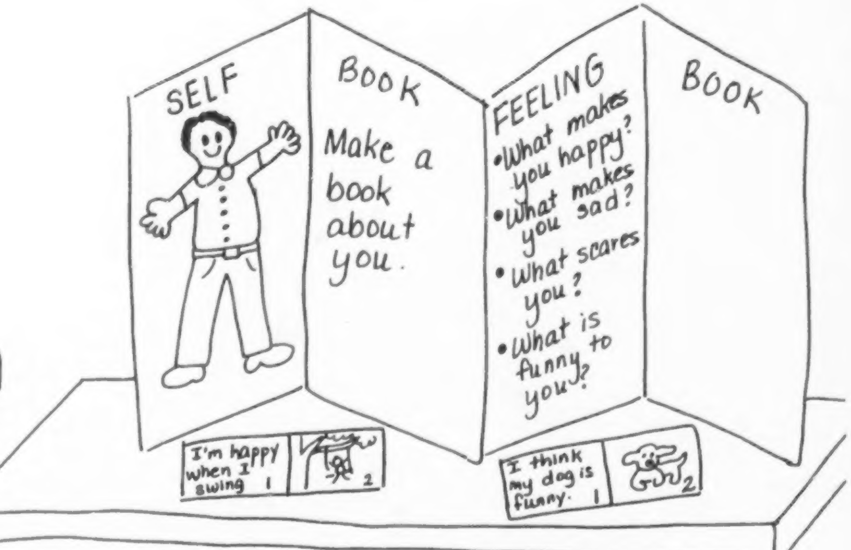
Materials: 4½" x 8½" paper
Crayons
Markers
Envelopes
file cards
scissors
glue
stapler
Staplers

Bedtime Book
Project 3
Pages 9 and 10


Bedtime Book
• Make a book
• Put one page for each
Things that happen before you go to bed.
BOOK CENTER
Alphabet
• Draw a thing for each letter of the alphabet
Book
• Use the things from Bedtime for Frances
Envelopes
STAPLES
Cards
Paper
SCI
Bedtime Book
GLUE

Self Book
Project 5 Page 12

Feeling Book
Project 7 Page 15

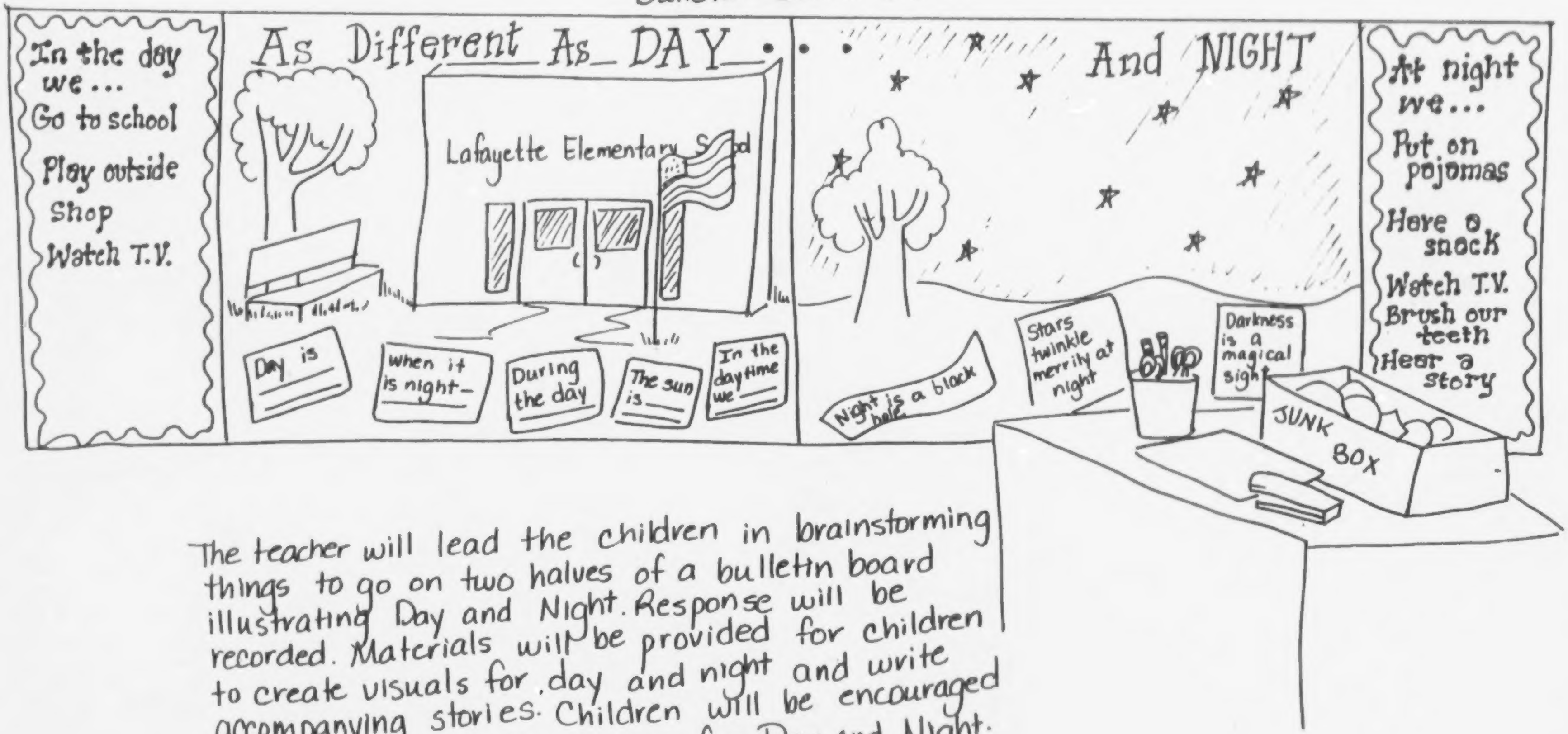

SELF
BOOK
Make a book about you.
FEELING
• What makes you happy?
• What makes you sad?
• What scares you?
• What is funny to you?
BOOK
I'm happy when I swing 1
2
I think my dog is funny. 1
2

The teacher will arrange on the table the materials needed to make a book. The teacher will introduce the idea that children can include one page for each thing they do after dark before they go to bed. A suggestion can be made that the objects in Bedtime for Frances be used to begin an alphabet book. Children can select the book they want to make. This center can be used later for construction of a Self booklet, (Project 5 Page 12) and a Feeling Book. (Project 7 Page 5)

Mat s: Bulletin board
Bulletin board paper
Construction paper
scissors
markers and crayons

Box of junk material
Chart paper for Brainstorming
stapler
staples

Night and Day
Bulletin Board Center


As Different As DAY . . . And NIGHT
In the day we...
Go to school
Play outside
Shop
Watch T.V.
Lafayette Elementary S d
Day is
When it is night-
During the day
The sun is
In the daytime we
Night is a black hole
Stars twinkle merrily at night
Darkness is a magical sight
JUNK BOX
At night we...
Put on pajamas
Have a snack
Watch T.V.
Brush our teeth
Hear a story

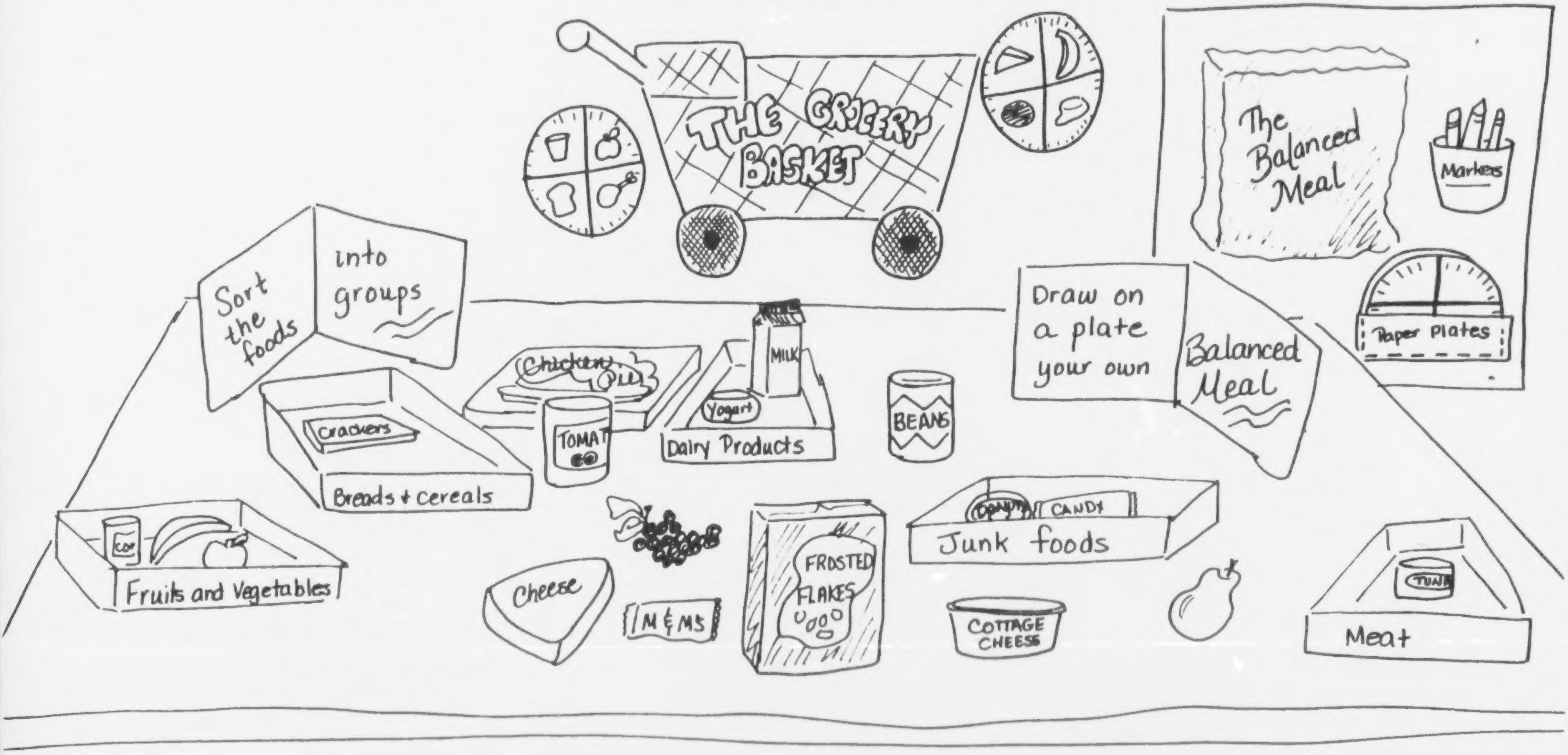
The teacher will lead the children in brainstorming things to go on two halves of a bulletin board illustrating Day and Night. Response will be recorded. Materials will be provided for children to create visuals for day and night and write accompanying stories. Children will be encouraged to create descriptive images for Day and Night.

Project 4 Page 11

Materials: Assorted food containers
Boxes for food groups
Grocery bag
Paper plates
Markers

The teacher will provide materials so that children can work in pairs to create a balanced meal. (p. 27)

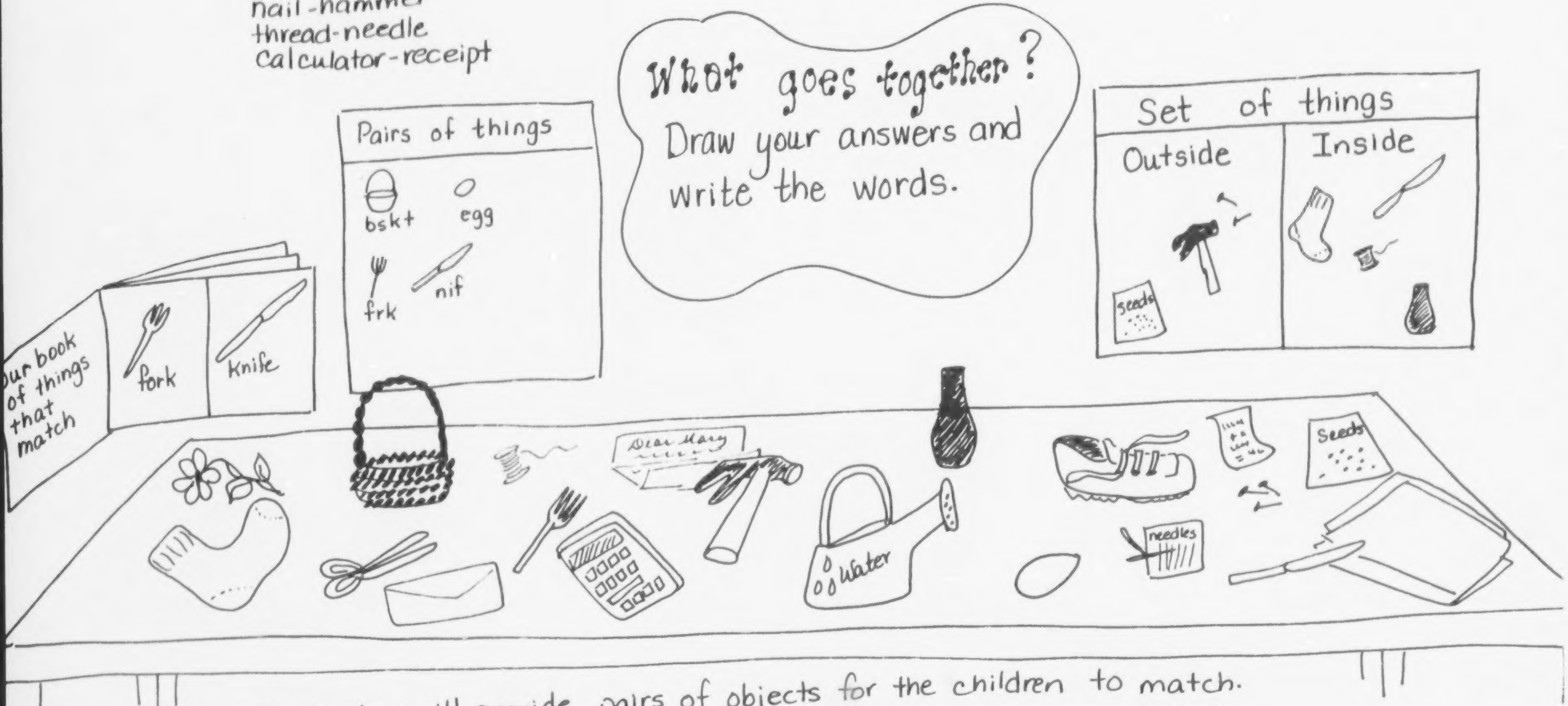
Shopping
Activity 15 Page 27


THE GROCERY BASKET
The Balanced Meal
Markers
Paper plates
Sort the foods into groups
Draw on a plate your own Balanced Meal
Chicken Oil
MILK
Yogurt
Dairy Products
BEANS
Crackers
Breads + cereals
TOMAT
Cor
Fruits and Vegetables
CANDY
CANDY
Junk foods
Cheese
M&MS
FROSTED FLAKES
COTTAGE CHEESE
TUNA
Meat

Things That Go Together

Activity 13 Page 26

Materials: basket-egg
sock-shoe
fork-knife
flower-vase
seeds-sprinkling can
paper-scissors
nail-hammer
thread-needle
calculator-receipt
envelope-letter
ETC.
Poster board or paper for book pages


What goes together?
Draw your answers and write the words.
Pairs of things
bskt
egg
frk
nif
Set of things
Outside
Inside
seeds
Our book of things that match
fork
Knife
Dear Mary
Seeds
needles
Water

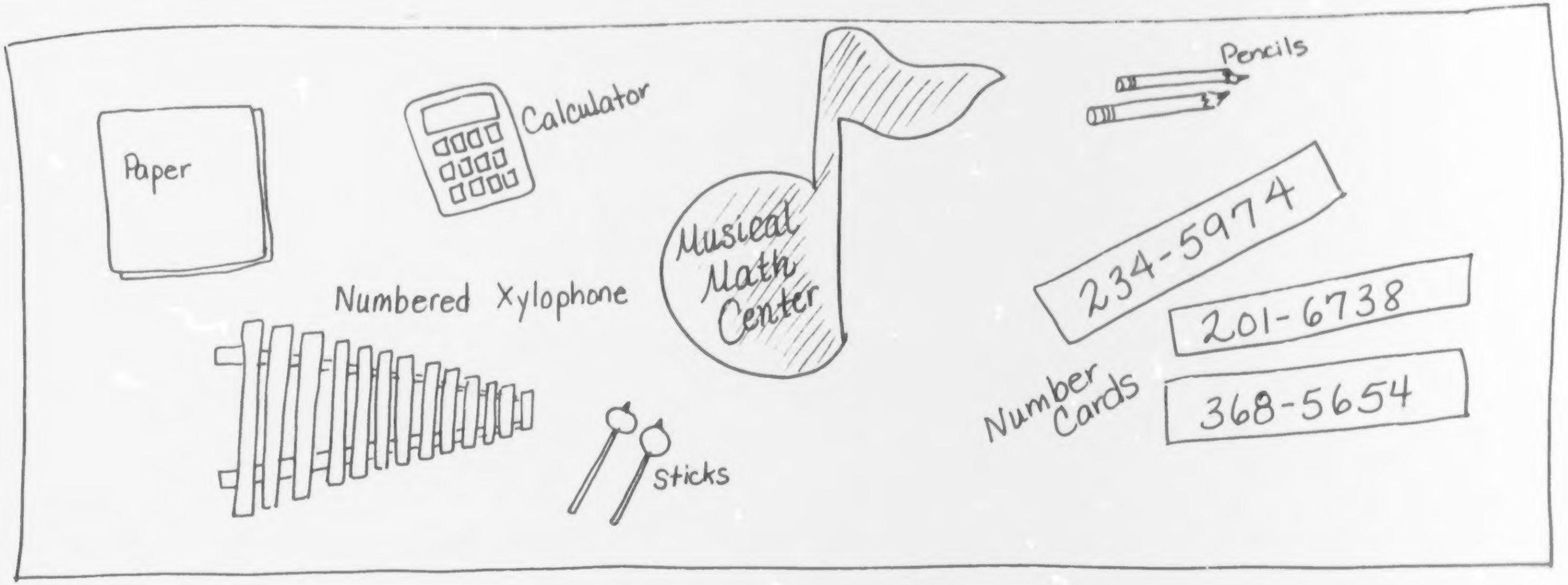
The teacher will provide pairs of objects for the children to match. Each group of children will make a chart showing their solution. Reports will be presented at the conclusion of the activity.

Telephone Number Music

Activity 35 Pages 41 and 42

Materials: Number cards
Instruments
Sticky
pencils
paper
calculator

The teacher will provide materials needed for Activity. See directions for Activity 35, page 41.


Paper
Calculator
Musical Math Center
Pencils
234-5974
201-6738
368-5654
Number Cards
Numbered Xylophone
Sticks

UNIT TEST - LEVEL 1

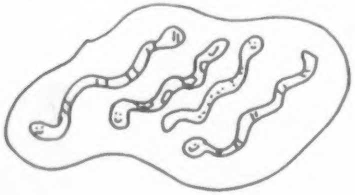
Living and Learning Together

Name ____________________

1. Draw someone happy.

2. Draw someone sad.

3. Count the number of pets in each set.



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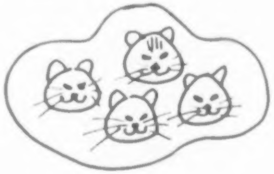

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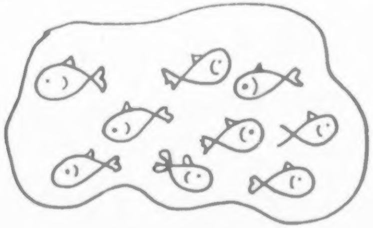
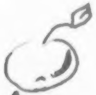
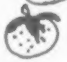


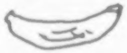
____

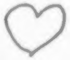
4.

10				////////
9				////////
8				////////
7				////////
6			////////	////////
5			////////	////////
4	////////		////////	////////
3	////////		////////	////////
2	////////	////////	////////	////////
1	////////	////////	////////	////////
0				

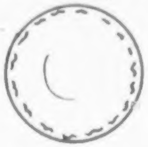
How many  s? ____________

How many  s? ____________

How many  s? ____________

How many  s? ____________

5. Draw a fork on the left side of the plate. Draw a knife on the right side of the plate.



6. Write your first and last name.

______________________ ______________________

How many letters are in your first name?

____

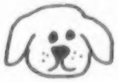
How many letters are in your last name?

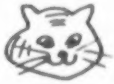
____

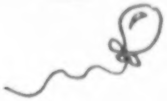
7. Finish the pattern.

○ △ □ ○ △ □ ○ ______

8. Circle the letter that stands for the beginning sound.


f d g


c r h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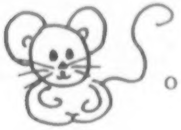
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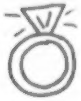
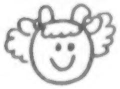
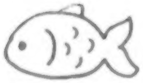
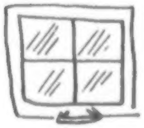
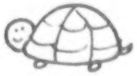
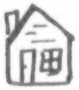

r c t


m g p

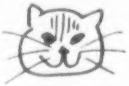

z t f

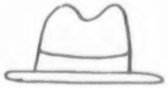

w b g

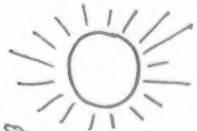

h t v

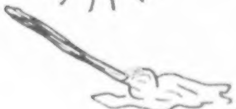

f n h

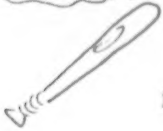
9. Circle the word that matches the picture.


dog cat ball

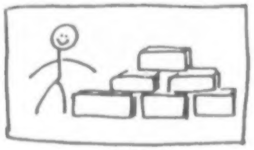

hat rat bird

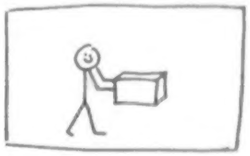

sat sun play

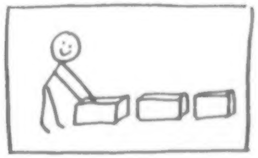

mop mat hop


fat bat run

10. Write 1, 2, 3 to put the pictures in order.


______


______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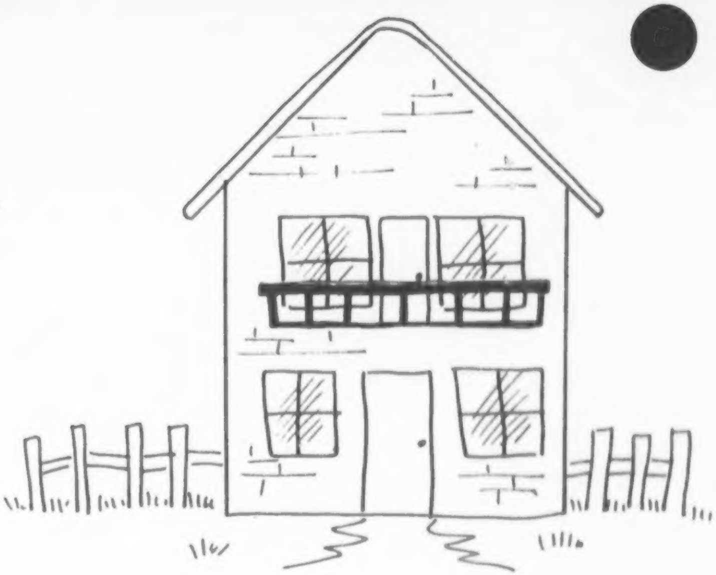
11.



How many windows are in this house?

______

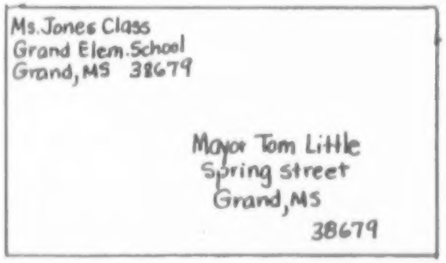
How many doors are in this house?

______

How many boards stand up around the fence?

______

12.



Ms. Jones Class
Grand Elem. School
Grand, MS 38679

Mayor Tom Little
Spring street
Grand, MS
38679

Where would you put a stamp to mail this letter?

Draw it.

UNIT TEST - LEVEL II

Living and Learning Together

(Teacher reads each item.)

1. Choose a word from the word bank to match the sentence.

happy	sad
afraid	angry

a. You watch a scary movie and the lights go out.

____

b. A classmate borrows your calculator without asking and breaks it.

____

c. Your best friend moves to another town.

____

d. Your older brother or sister helps you repair a broken toy.

____

Name ______________________________

2. Use your cm ruler to measure the following lines to the nearest cm.

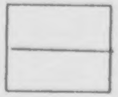
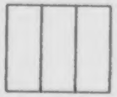
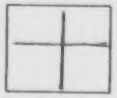
Measure again in inches to the nearest inch.

______________________________ ____ cm ____ in.

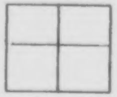
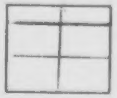
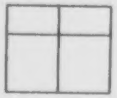
__________ ____ cm ____ in.

_____________________ ____ cm ____ in.

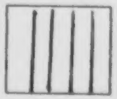
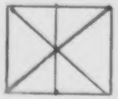
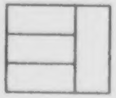
3. Circle the box divided into thirds.

Circle the box divided into fourths.

Circle the box divided into fifths.

4. Alphabetize the following by writing numbers 1 - 5.

Pizza	____
banana	____
orange	____
grapes	____
watermelon	____

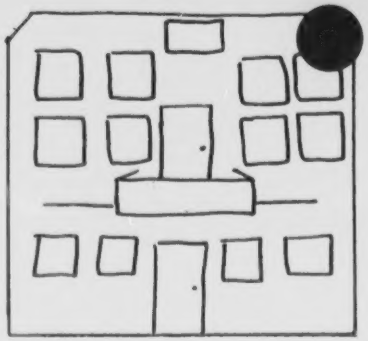
5. Name three foods that would be healthy snacks.

1. ______________________________
2. ______________________________
3. ______________________________

Name three junk foods.

1. ______________________________
2. ______________________________
3. ______________________________

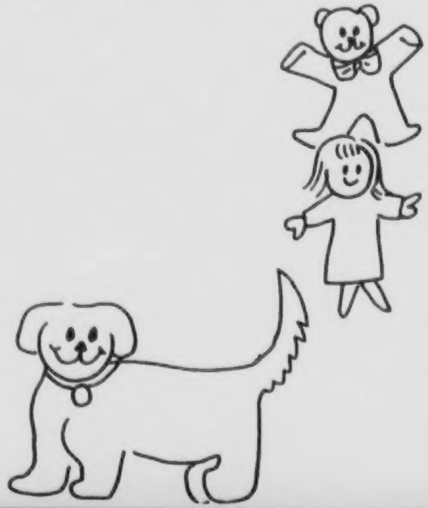
6. Write a number sentence to show how many windows and doors there are together.



__________ + __________ = __________

7. Address an envelope to yourself:

8. (a). Match the word to the picture.



Clifford

Frances

Annie Bananie

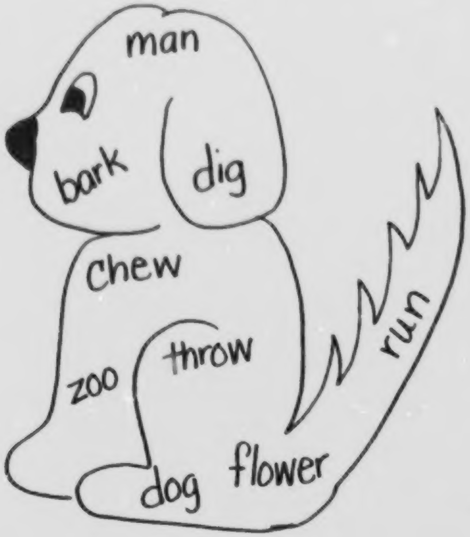
(b). Circle the letters that need to be capitalized.

i have a pet named clifford.

annie bananie was a little girl with red hair.

the egg was for frances.

9. Circle the words that show action.


man
bark
dig
chew
run
zoo
throw
dog
flower

10. Clifford found a bucketful of bones. He put them in sets of tens and ones and discovered he had 8 tens and 7 ones. Clifford knew that was the same as

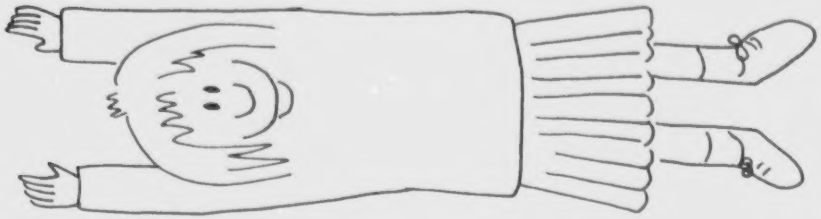
________________________________.

UNIT TEST - LEVEL III

Living and Learning Together

Name ______________________________

1. Measure Annie Bananie to the nearest 1/2 inch from the tip of her fingers to the tip of her toes.



2. Circle the correct word to complete the sentence.

   a. Clifford ____________ behind the house. (hide/hides)

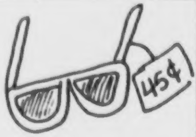
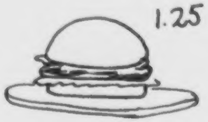
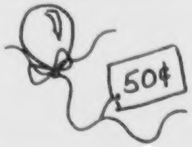
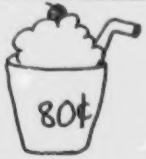
   b. We ____________ games with Clifford. (play/plays)

   c. He __________ for his food. (beg/begs)

   d. I ____________ his hair. (comb/combs)

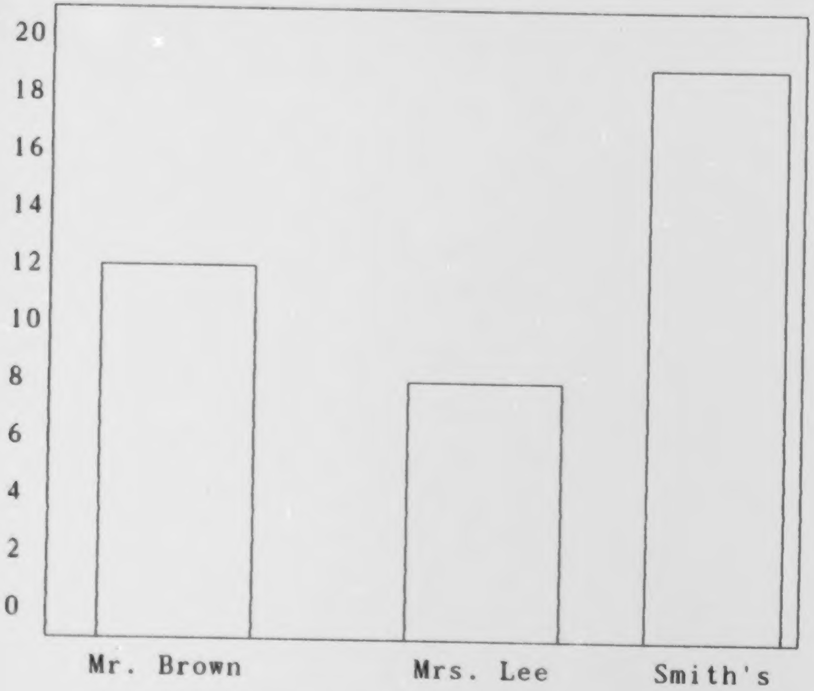
   e. We ________ friends. (is/are)

3. Annie Bananie has $1.00.

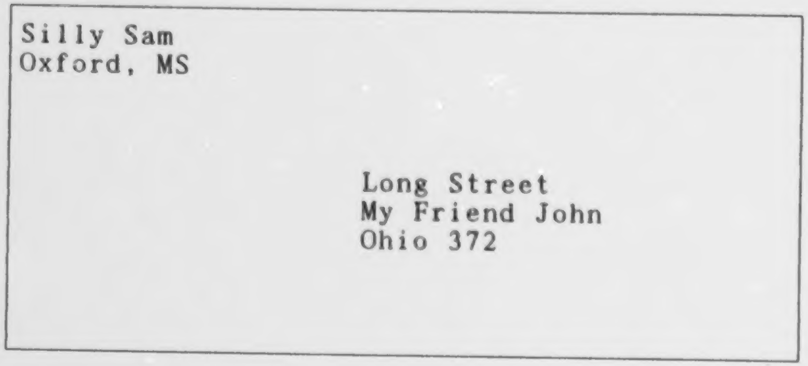
Can she buy?	Yes	No	How much change?
			
			
			
			

4. Which house has the most windows?

Write a sentence to answer.



5. This letter never arrived at its destination. Why not? Give three reasons.


Silly Sam
Oxford, MS

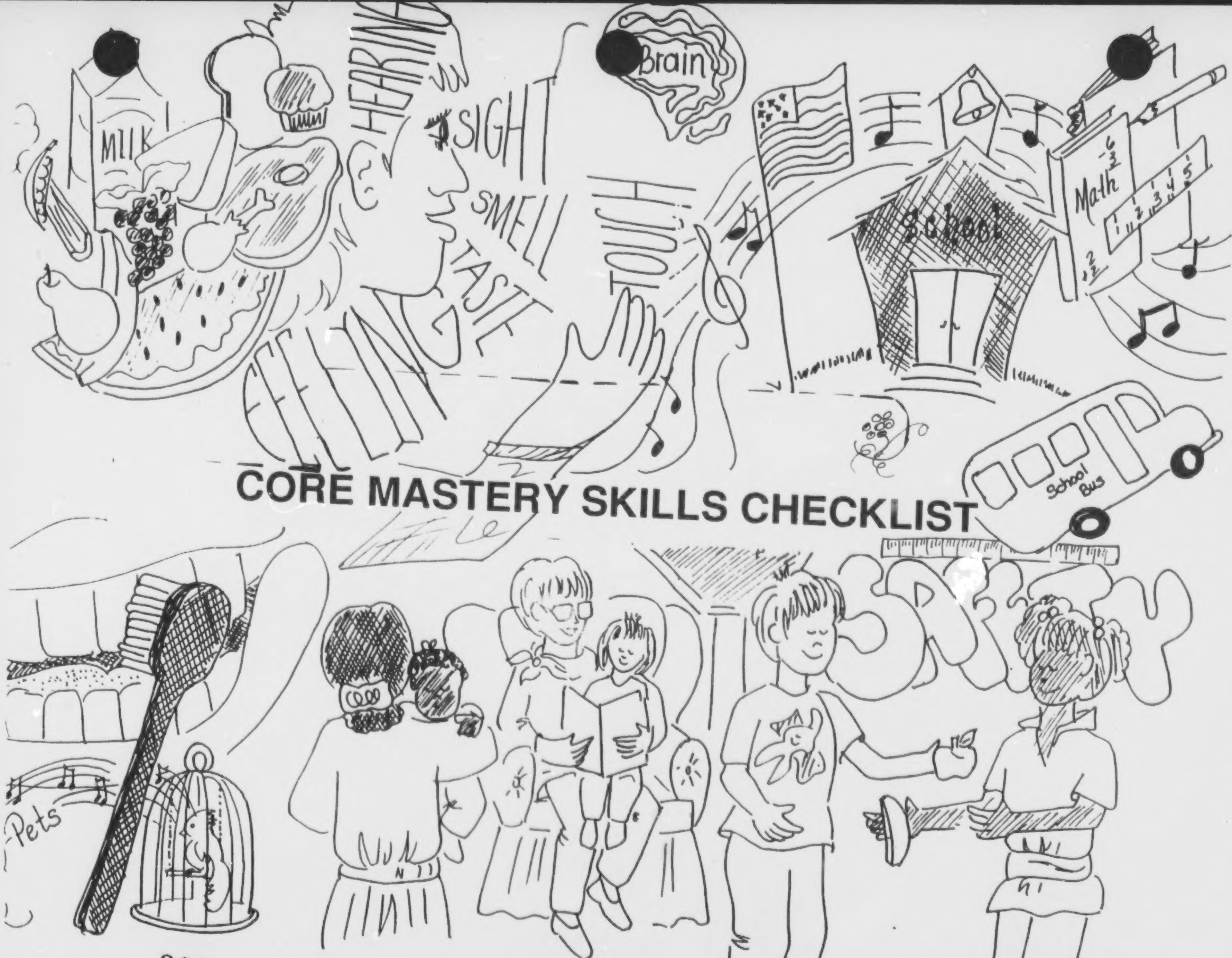
Long Street
My Friend John
Ohio 372

1.

2.

3.

CORE MASTERY SKILLS CHECKLIST


MILK
HEARING
SIGHT
SMELL
TASTE
TOUCH
FEELING
Brain
School
Math
School Bus
SAFETY
Pets

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - READING

C61 TSW follow written directions.	
C64 TSW identify main idea - explicit.	
C66 TSW identify supporting details - explicit.	
C70 TSW draw/support conclusions.	
C81 TSW identify character traits, motives, and feelings.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - ENGLISH

33 Produces lower case letters from memory.	
34 Produces upper case letters from memory.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - MATH

*21 Identify number words 11-20.	
*88 Identify a shape that is divided into thirds from a given group of divided shapes.	
*141 Identify the correct time using pictures of clocks showing a specified time to the half hour.	
*142 Identify a relationship between months and a year.	
*144 Measure using an inch or centimeter.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MATH

24 Identify odd and even numbers through 100.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - P.E.

201 Quality of body movement: Relationship.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MUSIC

1 Respond to basic beat.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - SOCIAL STUDIES

2 Recognize basic human emotions of anger, happiness, and unhappiness.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - SCIENCE

5 Classify animals according to their usefulness to man.	
38 Arrange objects in order from smallest to largest.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - SCIENCE

39 Distinguish between objects made of one material and those made of more than one material (mixtures).	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - SCIENCE

5 Classify animals according to their usefulness to man.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - HEALTH

27 Recognize and practice proper dental hygiene.	

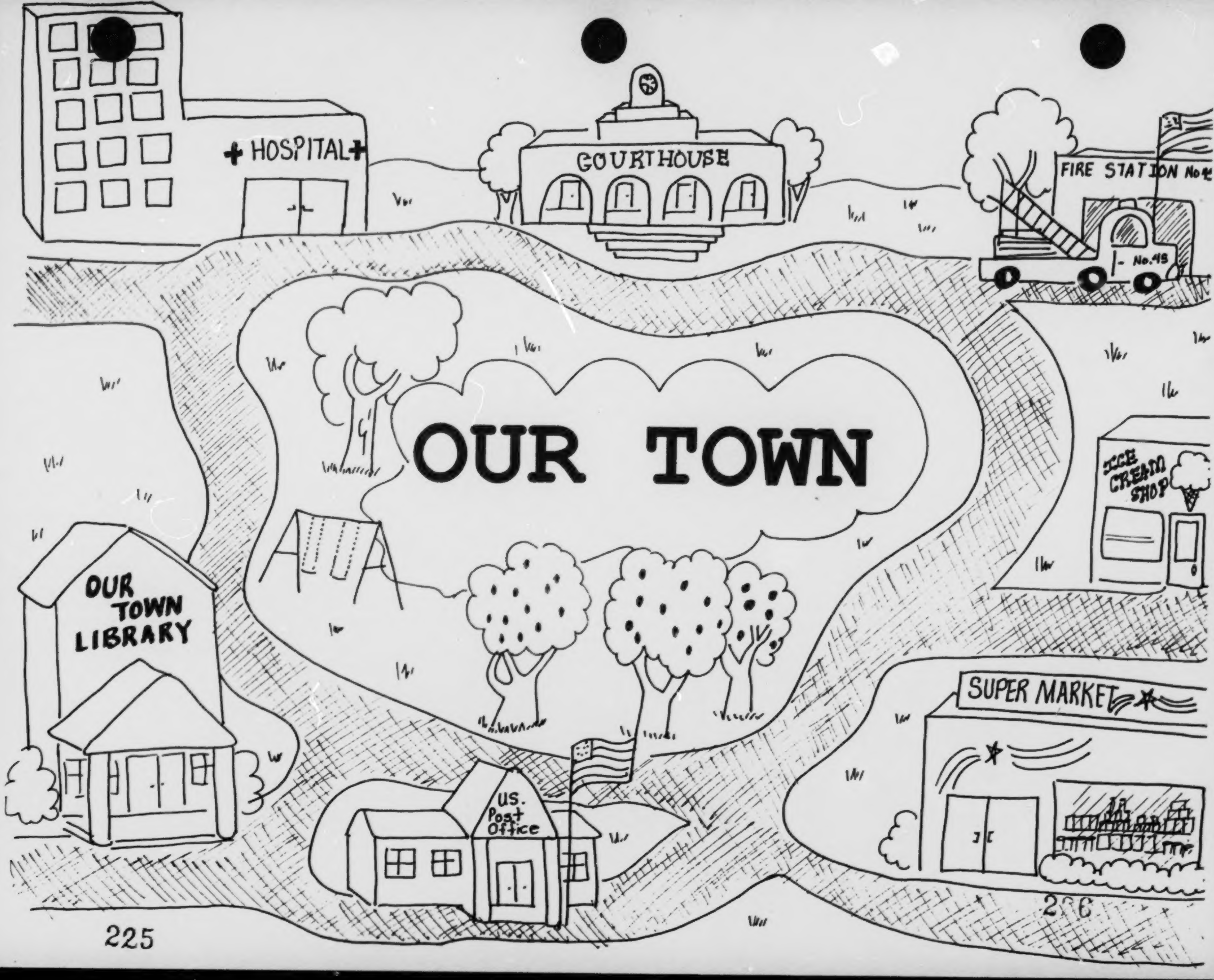
● No sign of this

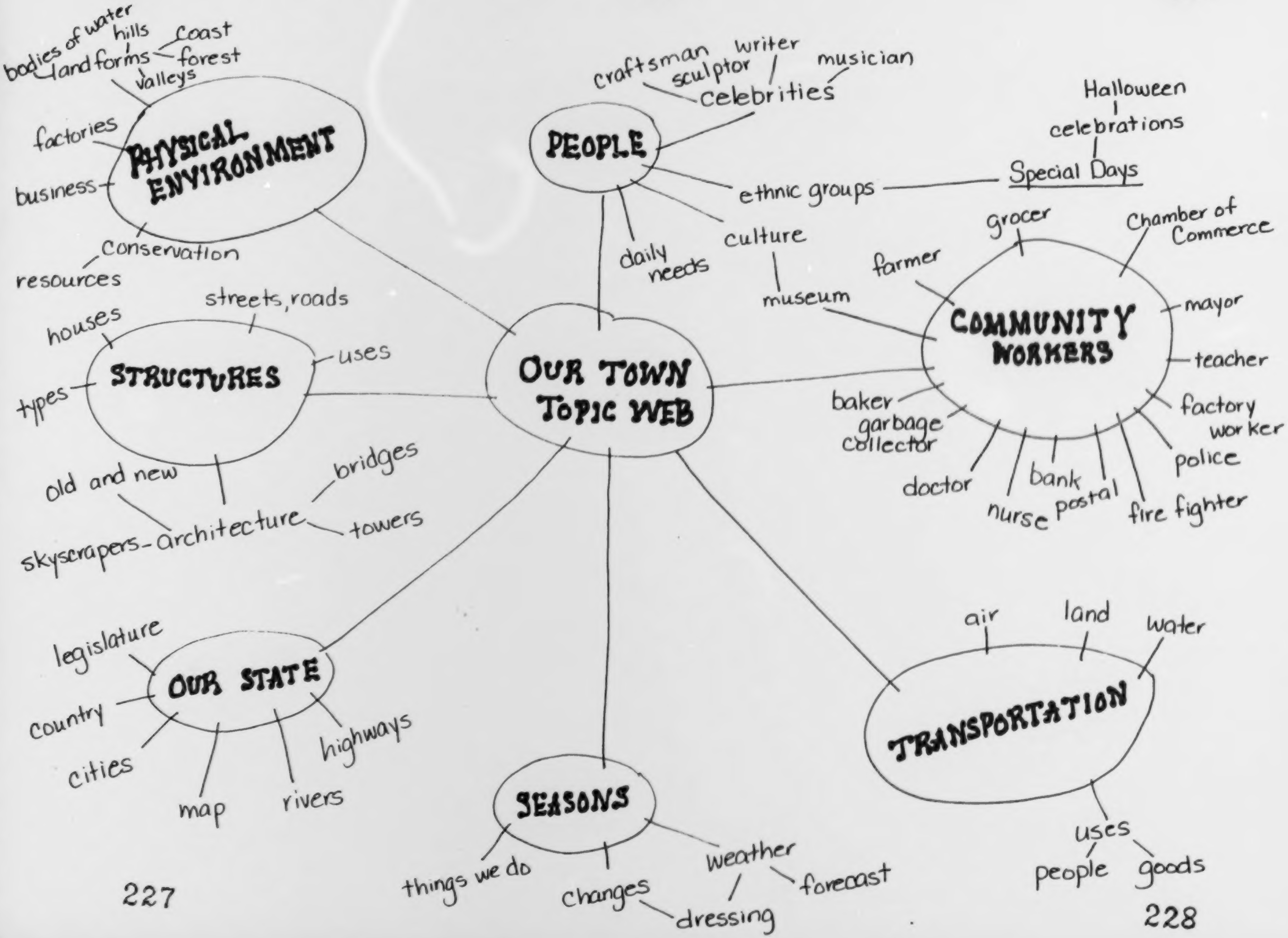
/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black


HOSPITAL
COURTHOUSE
FIRE STATION No
No.45
OUR TOWN
ICE CREAM SHOP
OUR TOWN LIBRARY
SUPER MARKET
U.S. Post Office


OUR TOWN TOPIC WEB
PHYSICAL ENVIRONMENT
bodies of water
hills
coast
land forms
forest
valleys
factories
business
conservation
resources
PEOPLE
craftsman
writer
sculptor
musician
celebrities
ethnic groups
Special Days
celebrations
Halloween
culture
museum
daily needs
COMMUNITY WORKERS
farmer
grocer
Chamber of Commerce
mayor
teacher
factory worker
police
fire fighter
postal
bank
nurse
doctor
garbage collector
baker
STRUCTURES
houses
streets, roads
uses
types
old and new
architecture
skyscrapers
bridges
towers
OUR STATE
legislature
country
cities
map
rivers
highways
SEASONS
things we do
changes
dressing
weather
forecast
TRANSPORTATION
air
land
water
uses
people
goods

TITLE OF UNIT Our Town

GENERAL GOALS TO GUIDE PLANNING:

1. KNOWLEDGE
   - a) Knowledge of self
   - b) Knowledge of others
   - c) Math concepts and systems
   - d) Knowledge of the physical world
   - e) Knowledge of cultures
   - f) Knowledge of the linguistic world
   - g) Knowledge of the biological world
   - h) Knowledge of the technical world
   - i) Knowledge of the arts & artifacts
   - j) Knowledge of past
   - k) Concept of the future
2. SKILLS
   - a) Creative thinking
   - b) Logical thinking
   - c) Physical control
   - d) Interaction & Communication
   - e) Visual form-making
   - f) Self-help
   - g) Musical
   - h) Artistic
   - i) Metacognitive processing
   - j) Decision making
   - k) Technology application
   - l) Problem solving
   - m) Stress management
   - n) Expression of ideas, feelings, and knowledge
3. ATTITUDES & DISPOSITIONS
   - a) Independence
   - b) Curiosity
   - c) Openness
   - d) Autonomy
   - e) Confidence in problem solving
   - f) Eagerness to learn new things
   - g) Appreciation for the fine arts
   - h) Persistence to overcome adversity
   - i) Flexibility
   - j) Appreciation for beauty and harmony
   - k) Appreciation of other cultures
   - l) Respect for self and others
   - m) Appreciation of cooperation
   - n) Personal sense of morality
   - o) Responsibility
4. FEELINGS
   - a) Trust
   - b) Concern for others
   - c) Competence & self worth
   - d) Positive feelings toward learning
   - e) Feeling that mistakes are a worthwhile component of the problem-solving process
   - f) Feelings of safety and security
   - g) Feelings of personal effectiveness
   - h) Feelings of inter-connectedness
   - i) Sense of meaning and purpose

METHODS OF EVALUATION:

(PA) Product Analysis
(ECS) Experience Chart Summary
(UT) Unit Test
(CCF) Checkout Card File
(C) Checklist
(P) Photographs
(IT) Informal Test
(WC) Writing Checklist
(O) Observation
(V) Videotape
(AR) Anecdotal Record
(RC) Reading Checklist
(L) Listening
(PF) Portfolio
(SSC) Social Skills Checklist
(MC) Math Checklist
(AT) Audio Tape

UNIT GOALS FOR OUR TOWN

KNOWLEDGE

a. The children will develop stated concepts related to the nature of a community and community life.
b. The children will learn about laws and their necessity and usefulness in a group situation.
c. The children will gain in knowledge of community leadership as it affects the lives of themselves and their families.
d. The children will develop knowledge of the history of their own town, city, and/or community.
e. The children will learn about the effects of climate on the lives of people in their own town and state.
f. The children will be able to gain new knowledge of the resources available in their localities.
g. The children will begin to identify the different land forms within their town.
h. The children will develop an awareness of the architectural changes that have occurred since the founding of a town.
i. The children will refine their concepts of maps and map-making.
j. The children will gain new knowledge of the environment and the disposition of waste materials within the environment.
k. The children will begin to understand the economic structure of the local community, state, and nation.
l. The children will begin to develop an understanding of the factory concept in production of goods.
m. The children will begin to understand the function of various private and public businesses within the community.
n. The children will gain new knowledge of national and international architectural landmarks.

SKILLS

a. The children will continue to refine skills of visual and verbal representation and communication.
b. The children will develop analytical skills as they identify and study various elements of town and community life.
c. The children will begin to use research skills to gather information in relation to a variety of topics.
d. The children will practice skills of making and reading maps.
e. The children will gain new reading skills by using newspapers, books, magazines, and other printed resources to learn about the town.
f. The children will develop group-work skills as they apply them in a variety of social situations.
g. The children will apply letter-writing skills and form as they communicate with their friends in written form.
h. The children will utilize a variety of instruments for studying the environment.
i. The children will expand skills of recognizing and using coins.
j. The children will practice organizational, research, presentational and self-assessment skills through independent topic study.
k. The children will refine their book-making skills through a variety of applications within the unit.
l. The children will use skills of analysis and comparison in relation to the literature and study-topics of the unit.
m. The children will apply reading and mathematics skills to the solution of word problems.
n. The children will apply and improve a variety of mathematics skills related to numbers, fractions, geometry, money, time, volume, and quantity.
o. The children will increase their oral communication skills through interaction with people within the community and with their classmates.
p. The children will use and improve phonics skills in the analysis of words and word-patterns.

ATTITUDES & DISPOSITIONS

a. The children will begin to value cooperation as a way of accomplishing goals.
b. The children will begin to develop positive attitudes toward the value of work and responsibility.
c. The children will come to value their own roles as citizens of the town and state.
d. The children will develop an appreciation for the aesthetic elements of local architecture.
e. The children will begin to form positive attitudes toward the roles of cultural institutions in preserving the historic, artistic, and folk cultures of the town.
f. The children will gain in appreciation for the many roles played by different people in supporting the functioning of the community.
g. The children will develop problem-solving skills by solving real problems in conjunction with the study of this unit.
h. The children will continue to develop and refine writing skills as they apply them in a variety of contexts.
i. The children will come to value resourcefulness as they work to acquire the things they need to create and maintain a mock community.
j. The children will begin to value various writing styles and the importance of strong beginnings and endings in communicating through writing.
k. The children will show through book-selection and attention to books they select for pleasure reading that they value books and reading.
l. The children will gain in appreciation for music of different types.
m. The children will demonstrate curiosity and interest in various aspects of community life.
n. The children will develop an appreciation for the benefits of life they have and will develop concern for those who have extreme needs.

FEELINGS

a. The children will reinforce positive concepts of themselves as learners.
b. The children will express positive feelings about the other people in the town who help to improve their lives.
c. The children will feel pleased with their contributions to the unit of study.
d. The children will develop feelings of pride in their community and country.
e. The children will develop feelings of confidence in communicating through a variety of forms.
f. The children will develop feelings of empathy and compassion as they are exposed to people in a variety of social situations.

EMERGING CONCEPTS

Emphasis: People in Our Town

1. We all live in communities or towns.
2. A community is people living together under the same rules and laws.
3. In each town people must cooperate with each other and work together to make a good community.
4. There are many special people in our town.
5. People in our town have various responsibilities.
6. People in our town depend on each other.
7. Each person in the town is special.
8. No matter what job we have, we should try to do our best.
9. There are some people in our town whose jobs help to make our town work better.
10. Workers who help the people in our town include: the mayor and other town leaders, policemen and women, firefighters, sanitation workers, postal workers, business persons, professionals, and many others.
11. Every town has many local celebrities: artists, crafts persons, writers, politicians, or others who are locally or regionally famous.
12. We can learn much about our town and its history from the older people who have lived in the town for many years.

Emphasis: The Seasons and the Natural Resources in Our Town

13. Our town changes during each season.
14. Each season has special characteristics that affect our town.
15. The weather in our state changes with the four seasons.
16. As the weather changes the things that happen in our town change, too.
17. People in our town celebrate several holidays.
18. Our town has natural and man-made resources.
19. Our resources are important to the health and well-being of everyone in the community.
20. To be good citizens of a town we must take care of its resources and protect them.
21. Bodies of water are resources found in some towns.
22. What happens in our town is important to other towns and to our country and the world.
23. When we add; things to the environment that harm the resources and people, we are polluting the environment.
24. We can also harm the environment by taking away things that are needed for animals and people to live healthfully and happily.

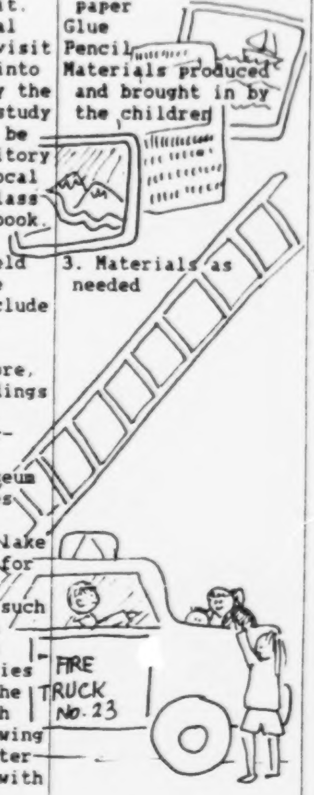
Emphasis: The Buildings and Places in Our Town

25. There are urban and rural parts of many towns in our state.
26. The things we see in the country and city parts of our town may be different.
27. We can find out much about our town by taking trips to various places.
28. There are many types of houses and buildings in our town that look different and have different purposes.
29. We can learn many things about our town by reading the signs.
30. Maps show where things are.
31. People make maps to show where the different things in towns, countries, and the world are located.
32. Museums, libraries, courthouses and city halls, and post offices are examples of buildings that are owned by all the people in a town or state.
33. Some buildings are owned by the whole nation.
34. There are several types of transportation that are important in our town.
35. Road and bridges are important to our town because they make it possible to travel around more easily.
36. Bridges are built in different ways.
37. Many towns in our state have railroad tracks coming through.
38. Many products or goods are brought into our town; some products or goods leave from our town.
39. We use the word "import" to describe things we bring into a town or state or country; we use the word "export" to describe things we send out of a town or state or country.

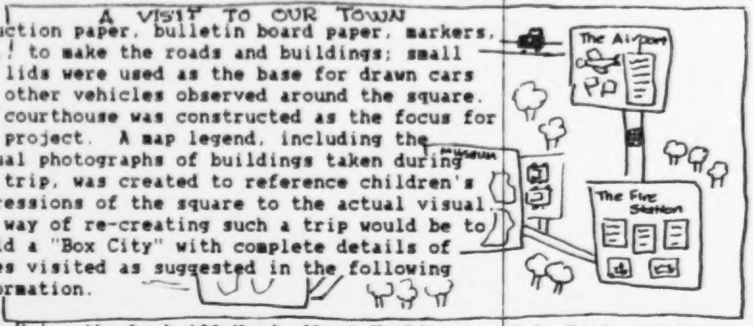
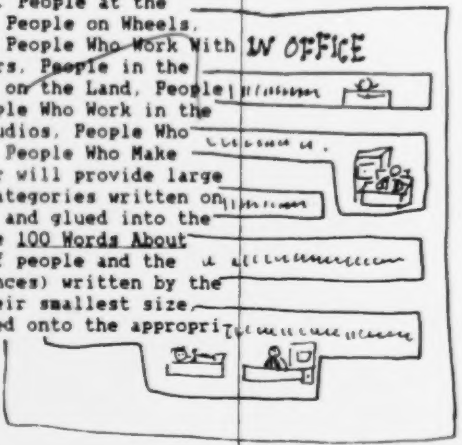
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Emphasis: People in Our Town						
1. Our Town and Sesame Street	1.A. The children will analyze and describe the topics related to Sesame Street.	1.A. R.1,3,10$_1$ R.C*66,C*81$_3$	1.A. R.C*66,C*81$_1$ R.C*66,C*81, C*82$_2$ R.C*82$_3$	1.A. The teacher will read a Sesame Street book or use a videotape to introduce characters from the popular show. The teacher will ask the children to describe what they know about the town or city where they could find Sesame Street: people, shops, happenings, environment, etc. The teacher will make a list of the characteristics as they are named. The assistant teacher will copy each topic named onto a 5" x 7" file card.	1.A. Sesame Street book or Sesame Street video Chart paper Markers 5" x 7" file cards	1.A. L ECS
	1.B. The children will prepare a topic web.	1.B. R.1,2,C44$_1$ R.C44$_2$ R.C44$_3$	1.B. R.C44 H.22$_1$ R.C44 H.22$_2$ R.C44 H.22$_3$	1.B. The teacher will select a small group of children to sort the cards, classifying them according to likenesses: buildings on Sesame Street, things people do on Sesame Street, people who live on Sesame Street, etc. (This will require adult assistance.) Once the classifications are decided, titles for each classification group will be written on colored construction paper.	1.B. 5" x 7" file cards Colored construction paper Markers	1.B. O
	1.C. The children will re-create the community represented through Sesame Street.	1.C. E.1,2,23,24, 25 R.4,29,115$_1$ R.115$_2$ A.C1,C5 R.115$_3$	1.C. R.115$_1$ R.115$_2$ A.2,6,42 R.115$_3$	1.C. The teacher will provide a bulletin board or mural space divided into two parts (or two bulletin board will be provided). One board will be labeled "Sesame Street"; the other will be labeled "Our Town:______." The teacher will have the children work in small groups to create a visual portrait of Sesame Street based on the various characteristics identified by the children. A variety of materials will be provided so that the bulletin board display will have a three-dimensional quality.	1.C. Bulletin board paper Markers Paint Paint brushes	1.C. O PA
	1.D. The children will brainstorm things associated with their own town.	1.D. E.340,341 R.4,10 SS.131 E.147,299$_2$ E.279,280, 289,316$_3$		1.D. The teacher will put the name of their town on the chalkboard or chart paper with a circle drawn around it, and ask the children who can tell what the word says. When the name of the town is identified, the teacher will explain to the group that they are to name everything they can think of about their town. The teacher will make a list on the board or	1.D. Chalkboard Chalk Chart paper Markers 5" x 7" file cards	1.D. L ECS

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				paper and will have the assistant teacher copy each item onto a 5" x 7" file card.		
	1.E. The children will prepare a topic web.	1.E. R.1,2,C44$_1$ R.C44$_2$ R.C44$_3$	1.E. R.C44 H.22$_1$ R.C44 H.22$_2$ R.C44 H.22$_3$	1.E. The children will work through the steps of preparing a topic web for "Our Town" exactly described above for Sesame Street.	1.E. 5" x 7" file cards Colored construction paper Markers	1.E. O
	1.F. The children will work in groups to decide on things they want to research.	1.F. E.4,23	1.F. H.22 R.85	1.F. The children will be divided into small groups according to the number of classifications determined by the children. Each group will arrange the cards around the large title, glue them onto poster board, and draw lines to make a topic web. The teacher will have the children write questions for each topic, telling "Things we would like to know about the topic." This topic web and the research questions developed by the children will form the structure for the unit.	1.F. Glue Poster board Pencils Markers	1.F. O
	1.G. The children will re-create their own town as various topics are studied.	1.G. E.1,2,3,4 R.4,29,115 OC.46 R.115$_2$ A.C1,C5 R.115$_3$	1.G. R.115$_1$ A.2,6 R.115$_2$ A.2,6,42 R.115$_3$	1.G. The teacher will have children work throughout the unit to re-create their town and the people, transportation, etc., so that the bulletin board space provided takes on the characteristics of a large map. Throughout the unit, as various places are visited, photographs can be taken to provide a reference point for the children's visual re-creation of buildings and details (trees, benches, signs, etc.). The photographs can be posted at the bottom of the bulletin board and numbers used to key the photographic representations with the children's representations.	1.G. Camera/film Paints Paint brushes Markers Bulletin board paper	1.G. O PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
2. Our Town Scrapbook	2. The children will produce and collect materials to be saved during the unit and beyond.	2. R.3.4$_1$ E.*149,337$_2$ E.*184$_3$	2. E.82,83, *149,344$_1$ E.62,*157, *158,394$_2$ E.62,*157, *158$_3$	2. The teacher will provide a big-book sized scrapbook to be added to throughout the unit. As the children bring in articles from local newspapers and photographs of places they visit and things they see, these will be pasted into the scrapbook. Selected stories written by the children and drawings done as part of the study will also be collected. The scrapbook can be kept to use throughout the year as a repository of the evidence of on-going study of the local community and the surrounding area. All class field trips should be entered in the scrapbook.	2. Large construction paper Glue Pencil Materials produced and brought in by the children	2. PF
3. Visit to Community Locales	3. The children will visit sites of local interest and re-create the visits through writing, drawing, constructing, and modeling.	3. SS.13$_1$ SS.16,19,24$_2$ SS.37$_3$	3. H.20,21 SS.50$_1$ SS.C22,28, 50 H.20,21,42$_2$ SS.45,50 H.20,21,42$_3$	3. The teacher will arrange one or more field trips to include several major sites in the local town or city. The trip(s) should include some of the following: a visit to several stores and shops such as a beauty shop, a department store, a pet shop, a grocery store, a pharmacy, etc.; visits to some city buildings such as the post office, a fire station, a courthouse/courtroom, the city hall, an airport, a bus station, the police station or jail, a hospital, a newspaper office, a museum or gallery, etc.; visits to some rural sites such as a cotton field, a fish hatchery, a ranger tower, a park, a wildlife refuge, a lake or river that is used as a power source or for recreation, a sewage treatment plant, etc.; visits to some professional establishments such as a doctor's office, a dentist's office, a veterinarian's office, a lawyer's office, a university, etc. After each visit or a series of visits, the children will come back to the classroom and re-create the visit(s) through dictation of experience charts, writing/drawing of individual stories, and use of visual materials. A bulletin board project decided on with the participation of the children will be started with the first visit and added to as additional sites are visited. This bulletin board can be a large map of the places visited; one group, for example, re-created "A Visit to the Oxford Square." The children used con-	3. Materials as needed	3. O PA



Unit Title Our Town

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				struction paper, bulletin board paper, markers, etc.) to make the roads and buildings; small box lids were used as the base for drawn cars and other vehicles observed around the square. The courthouse was constructed as the focus for the project. A map legend, including the actual photographs of buildings taken during the trip, was created to reference children's impressions of the square to the actual visual. One way of re-creating such a trip would be to build a "Box City" with complete details of sites visited as suggested in the following information.  A VISIT TO OUR TOWN The Airport Museum The Fire Station		
4. Stories About People in Our Town	4.A. The children will draw and write about the people and things in their town.	4.A. $R.1,2,3,4_1$ $E.*149,337_2$ $A.C1,C5$ $E.*184_3$	4.A. $A.2,6$ $E.62,*157,*158,394_2$ $A.26,42$ $E.62,*158,*158_3$	4.A. Using the book 100 Words About Working as a model, the teacher will initiate the making of a Big Book that can be added to throughout the unit. The words from each category in 100 Words... can be replaced with specific words appropriate to the specific town. Categories to be included in the Big Book will be: People in the Neighborhood, People at the School, People in Offices, People on Wheels, People from the Ground Up, People Who Work With Food, People Who Help Others, People in the Spotlight, People Who Work on the Land, People Who Work on the Water, People Who Work in the Air, People Who Work in Studios, People Who Face Danger in Their Work, People Who Make Things Better. The teacher will provide large sheets of paper with the categories written on colored construction paper and glued into the left-hand corner (as in the 100 Words About Working book). Pictures of people and the stories (one or more sentences) written by the children will be cut to their smallest size, outlined in black, and glued onto the appropriate big page.  	4.A. Book, 100 Words About Working by R. Brown Colored construction paper Glue Markers	4.A. O PA

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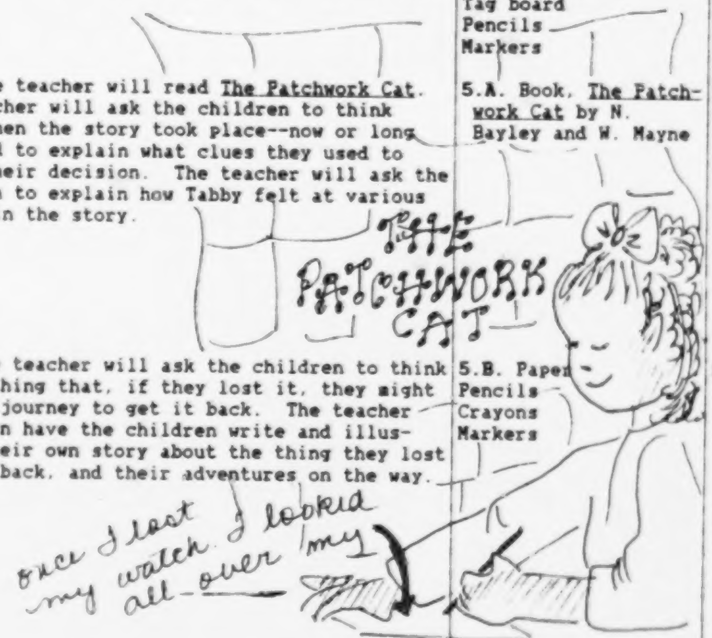
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	4.B. The children will demonstrate in verbal and nonverbal ways that they are proud of their own contributions to the class Big Book.	4.B. R.3.4$_1$ OC.37$_3$	4.B. OC.1$_2$	4.B. The book will be bound by the teacher and shared with the whole group when it is completed. The children will be encouraged to explain their own work and to describe the methods they used in preparing their contributions.	4.B. Printed contact paper Construction paper Tape Poster board Tag board Pencils Markers	4.B. CCF L
5. The Patchwork Cat	5.A. The children will listen to a story about a cat who rides in a garbage truck and a milk truck.	5.A. R.3.4$_1$ R.C*60,C*70, C*81$_3$	5.A. R.C*66,C*70, C*81 E.124$_1$ R.C*60,C*70, C*70,C*81, C*82 E.124$_2$ R.C*82 E.124$_3$	5.A. The teacher will read *The Patchwork Cat*. The teacher will ask the children to think about when the story took place--now or long ago, and to explain what clues they used to reach their decision. The teacher will ask the children to explain how Tabby felt at various points in the story.	5.A. Book, *The Patchwork Cat* by N. Bayley and W. Mayne	5.A. L
	5.B. The children will write and illustrate stories about something they lost and found again.	5.B. R.1,8,115 E.1,23,24, 25,32$_1$ R.115 E.35,36,37, 38,39,*149$_2$ E.*184,*185 A.C1 R.C*63,115$_3$	5.B. E.37,38,39, 83,*184, *185 R.C*63,115$_1$ R.C*63,115 E.83,*184, *185$_2$ E.C41,42,43, 44,45,46, 47,83 R.115$_3$	5.B. The teacher will ask the children to think of something that, if they lost it, they might go on a journey to get it back. The teacher will then have the children write and illustrate their own story about the thing they lost and got back, and their adventures on the way.	5.B. Paper Pencils Crayons Markers	5.B. PA
	5.C. The children will read and edit their work.	5.C.	5.C. E.*352,*356, *357,*360$_1$ E.352,*356, *357,*360$_2$	5.C. As the children share their stories, the teacher will assist them in adding and revising details to make their words more accurate or more interesting.	5.C. Children's stories Pencils	5.C. L PA


THE PATCHWORK CAT
once I lost my watch. I lookid all-over my

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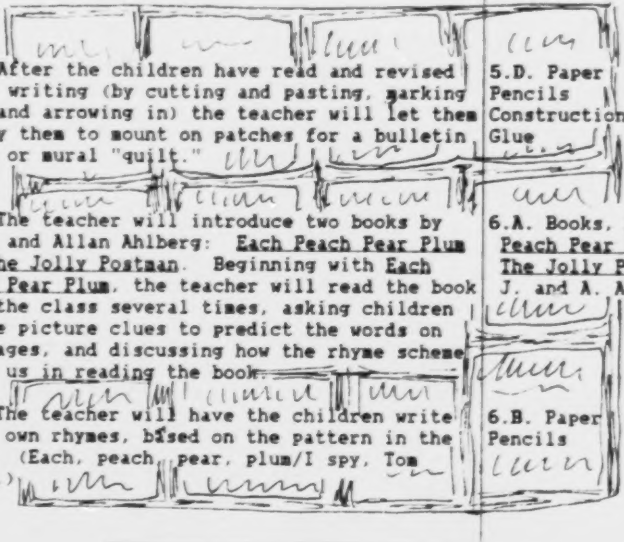
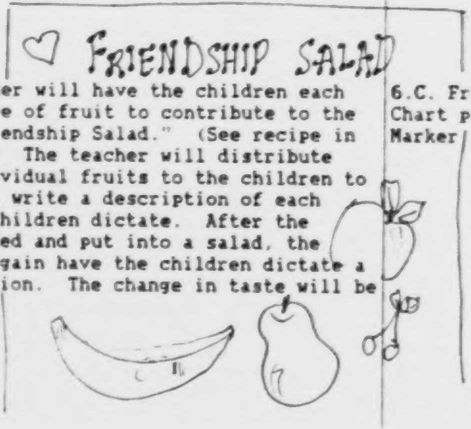
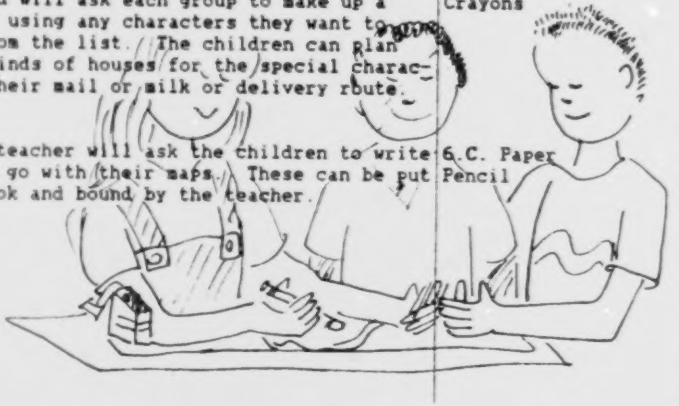
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.*356,*357$_3$	E.352,*360$_3$			
	5.D. The children will display the final copies of their work.	5.D. E.37$_2$	5.D. E.37,*360$_1$ E.*360$_2$ E.*360$_3$	 5.D. After the children have read and revised their writing (by cutting and pasting, marking out, and arrowing in) the teacher will let them recopy them to mount on patches for a bulletin board or mural "quilt."	5.D. Paper Pencils Construction paper Glue	5.D. PA
6. The Jolly Postman	6.A. The children will predict content based on picture clues.	6.A. R.5 E.49,340$_1$ E.57$_3$		6.A. The teacher will introduce two books by Janet and Allan Ahlberg: Each Peach Pear Plum and The Jolly Postman. Beginning with Each Peach Pear Plum, the teacher will read the book with the class several times, asking children to use picture clues to predict the words on the pages, and discussing how the rhyme scheme helps us in reading the book.	6.A. Books, Each Peach Pear Plum and The Jolly Postman by J. and A. Ahlberg	6.A. O
	6.B. The children will "read" the book to each other from memory.	6.B. R.C44.114$_1$ R.C44.114$_2$ R.C44.114$_3$	6.B. R.31,C44.114$_1$ R.31,C44.114$_2$ R.31,C44.114$_3$	6.B. The teacher will have the children write their own rhymes, based on the pattern in the book. (Each, peach, pear, plum/I spy, Tom Thumb.)	6.B. Paper Pencils	6.B. PA
	6.C. The children will make and eat a fruit salad.	6.C. R.1,2,3,4,9 E.341$_1$ E.337$_2$ E.289,*291$_3$	6.C. E.*291$_2$ E.*292$_3$	 6.C. The teacher will have the children each bring in a type of fruit to contribute to the making of "Friendship Salad." (See recipe in the appendix.) The teacher will distribute pieces of individual fruits to the children to taste and will write a description of each taste as the children dictate. After the fruits are mixed and put into a salad, the teacher will again have the children dictate a taste description. The change in taste will be discussed.	6.C. Fruit Chart paper Marker	6.C. ECS L

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	6.D. The children will listen as the teacher reads The Jolly Postman and compare elements in two books by the same authors.	6.D. R.114.115$_1$ R.114.115$_2$ R.C*70.C*81. 114.115$_3$	6.D. R.C*70.C*81. 114.115$_1$ R.C*70.C*81. 114.115$_2$ R.114.115$_3$	6.D. The teacher will read The Jolly Postman to the children several times, until they become familiar with it. (Procedures used will be similar to those used with Each Peach Pear Plum.) The teacher will ask the children to notice some ways the two books are similar, asking, "How are the pictures alike?" "How are the characters similar?" "How do the words seem the same?"	6.D. Book, The Jolly Postman by J. and A. Ahlberg	6.D. L
	6.E. The children will make a map of the route taken by The Jolly Postman.	6.E. R.29.115 E.23.24.25. 27.28$_1$ R.115$_2$ R.115 A.C1$_3$	6.E. R.115$_1$ R.115 A.C3$_2$ R.115$_3$	6.E. The teacher will have the children work in pairs to make maps of the route followed by the Jolly Postman. The important houses to which he delivered mail will be indicated by drawing pictures and making signs.	6.E. Paper Pencils Markers Crayons	6.E. PA
	6.F. The children will make original maps of a town populated by storybook characters.	6.F. R.29.115 E.23.24.25. 27.28$_1$ R.115$_2$ R.115 A.C1$_3$	6.F. R.115$_1$ R.115 A.C3$_2$ R.115$_3$	6.F. The teacher will have the children brainstorm a list of storybook characters such as those used in the Ahlbergs' books. The teacher will divide the children into several small groups and will ask each group to make up a town map, using any characters they want to choose from the list. The children can plan special kinds of houses for the special characters on their mail or milk or delivery route.	6.F. Chart paper Markers Paper Pencils Crayons	6.F. L PA
	6.G. The children will write rhymes for their maps.	6.G. R.4.49$_1$ E.35.37.37. 38.39$_2$ E.57$_3$	6.G. E.37.38.39$_1$ E.C41.42.43. 44.45.46. 47$_3$	6.G. The teacher will ask the children to write rhymes to go with their maps. These can be put into a book and bound by the teacher. 	6.C. Paper Pencil	6.C. O

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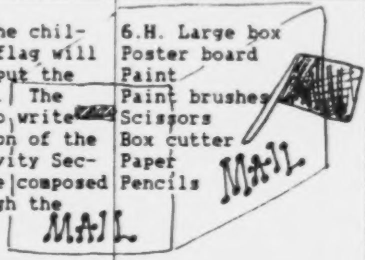
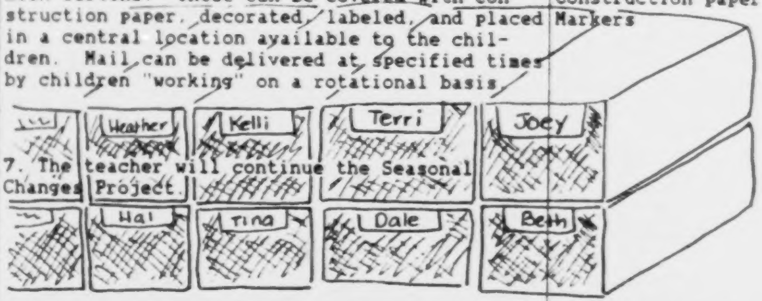
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	6.H. The children will write letters to each other and post them in the Class Mailbox.	6.H. R.29 E.10,12$_1$ E.35,36,37, 38,39$_2$ E.*184,*185$_3$	6.H. E.37,38,39, *184,*185, 352$_1$ E.*184,*185, 352$_2$ E.C41,42,43, 44,45,46, 47,352$_3$	6.H. The teacher will make (or have the children make) a large Class Mailbox. A flag will be attached to this, so children can put the mail up when there is a letter inside. The teacher will encourage the children to write letters to each other as a continuation of the activity "Mail Carriers" (in the Activity Section), and a classroom address will be composed to use for mail to be delivered through the Class Post Office.	6.H. Large box Poster board Paint Paint brushes Scissors Box cutter Paper Pencils  	6.H. 0
	6.I. The children will read names and deliver mail.	6.I. E.12 R.C44$_1$ R.C44$_2$ R.C44$_3$	6.I. R.C44$_1$ R.C44$_2$ R.C44$_3$	6.I. The teacher will have the children make their own individual mailboxes from 1/2 gallon milk cartons. These can be covered with construction paper, decorated, labeled, and placed in a central location available to the children. Mail can be delivered at specified times by children "working" on a rotational basis.	6.I. 1/2 gallon milk cartons Construction paper Markers	6.I. 0
Emphasis: The Seasons and the Natural Resources in Our Town						
7. Seasonal Changes			7. M.C*142$_1$ M.C*142$_2$ M.C*142$_3$	 Heather Kelli Terri Joey Hal Tina Dale Beth 7. The teacher will continue the Seasonal Changes Project.		
8. Weather People			8. M.C*142 S.40$_1$ M.C*142 S.40$_2$ M.C*142 S.40$_3$	8. The teacher will organize the children into pairs. Each day the pair will assume the role of weather people. They should check the weather (clouds, wind, rain, dew or frost, etc.), receive assistance reading a thermometer for outside temperature, then report to their classmates on a "television weather cast." The children can tell the outdoor conditions, temperature, and give a forecast for the next day. They may set a model thermometer to show the temperature. The weather people may report seasonal changes as they occur. (This project could be carried on twice a week, or during times of "dramatic" [storm, unusually cold spell, etc.] weather, for the entire year.)	8. Thermometer Box decorated to look like a television set Model thermometer (optional)	8. 0

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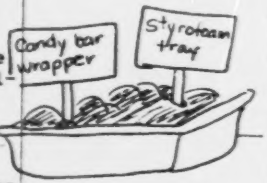
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
9. Weather Calendars		9. E.23.24.25 M.C15.C35. C*139 S.C65$_1$ M.143$_2$ S.63$_3$	9. M.C15.C*139. 143 S.C40$_1$ S.C40$_2$ S.C40$_3$	9. The teacher will help the children continue the monthly calendar activity. The children will draw weather symbols (suns, clouds, raindrops, and so on) on each day's weather. At the end of the month, the teacher can help the children count the numbers of types of each kind of weather or the days where the children marked changes in the weather.	9. Blank calendar forms Pencils, crayons, or markers	9. O C PA
10. Mini Compost Heap	10.A. The children will observe the results of decay on various materials.	10.A. S.32$_1$	10.A. Use of observing, predicting, time and space relationships S.C10.C27$_2$ S.C10.C27. C46$_3$	10.A. The teacher will discuss the fact that many materials decay and that decay can be beneficial (rids environment of junk, breaks down materials into beneficial substances). The teacher will invite children to bring small pieces of material to bury in a plastic dishpan of earth. The teacher will help the children predict which materials will decay in a given time period (perhaps a month) and which will not. Children can label their predictions on signs attached to toothpicks or on tongue depressors. Each child should bury an item in the pan and post a sign near it labeling the item and the prediction. A child can sprinkle the pan with water to keep it moist. The children should mark the date on the calendar and plan when to check on their items. After a month, the children can try to dig up and retrieve their items; some will be completely decomposed; others will be identifiable; others will be only slightly changed. The children can make a chart of the results.	10.A. Plastic dishpan Tongue depressors Water Calendar Paper Markers Pencils Materials from home 	10.A. O
		10.B. R.3.4 S.32$_1$	10.B. S.C10.C27$_2$ S.C10.C27. C46$_3$	10.B. The teacher can secure permission to make a small outdoor compost heap. The children can help to add materials such as shredded newspaper, grass clippings, leaves, and twigs to the compost heap. The heap should be watered slightly each week when it does not rain. The material can be turned over each week with a shovel. The children should observe the color, odor, and texture of the materials as they decay. They can observe that smaller, softer items usually decay faster than larger, harder	10.B. Paper Pencils Shovel COMPOST HEAP	10.B. O

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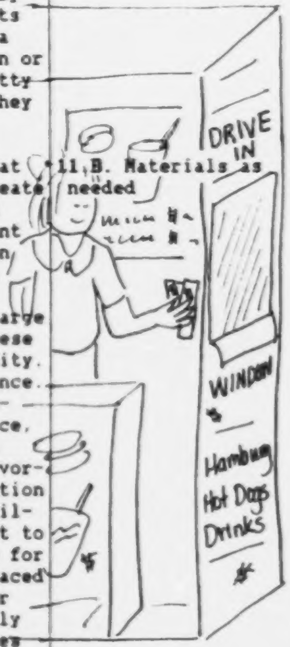
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				items. The class could make a journal describing their actions and the progress of their compost heap. The teacher will lead a discussion of the value of rotted organic material (compost) to enrich the soil.		
11. Community Is...	11.A. The children will listen as the teacher explains the structure of a community.	11.A. $SS.13_1$ $SS.16.18_2$	11.A. $SS.50_1$ $SS.50_2$ $SS.50_3$	11.A. The teacher will explain that each of the fifty states in the United States has many towns and cities that follow some general rules and live under the same government, headed by the Governor. Each city or town also has its own special rules and government headed by a mayor. The teacher will explain that a town or community is a group of people who live pretty close and who follow the same rules which they help to make all together.		11.A. O
	11.B. The children, with the teacher's help, will re-create the places in the community.	11.B. E.18 $SS.13_1$ SS.16.18	11.B. H.20.21.22. C23.24 $SS.50_1$ H.20.21.22. C23.24.35 $SS.50_2$ H.20.21.22. C23.24.35. 50 $SS.50_3$	11.B. The teacher will tell the children that within their classroom they are going to create their own community. The teacher will work with the children to determine what they want to put into their community and how they can get it. Those permanent centers that are a part of the classroom can serve as various "buildings" or businesses in the town, or large refrigerator boxes can be used to create these places as each is visited within the community. The base of this unit is first-hand experience. It is suggested that the teacher plan to encourage the children to include a post office, a grocery store, a library or book store, a house, a restaurant, and other suggested favorites allowing for dramatic play and application of reading, writing, and math skills. A mailbox can be placed outside each establishment to encourage letter-writing, menus can be made for the restaurant, an adding machine can be placed in the grocery store, and the reading center can become the book shop. This project truly integrates the entire curriculum and provides for real-life application of a variety of skills.	11.B. Materials as needed  DRIVE IN WINDOW $ Hamburg Hot Dogs Drinks $ $	11.B. O

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Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				NOTE: The teacher is encouraged to provide continuous role-playing and dramatization throughout the unit, but for those teachers who are not comfortable with this idea, one day a or a day or two at the end of the unit can be set aside for this. If space prohibits this type of activity, the entire community can be re-created through a smaller construction project as described in "Block or Box City" which follows.		
12. The Making of Coins	12.A. The children will listen as the teacher reads a book about the making of a coin.	12.A. R.3,4,114_1 R.114_2 R.C*63,114_3	12.A. R.C*63,114_1 R.C*63,114_2 R.114_3	12.A. In conjunction with the visits to stores and shops, as described earlier in this section, the teacher will read the book Penny: Where Does This Come From? The teacher will write down the children's words on an experience chart in sequential order as they tell what steps are involved in making a coin.	12.A. Book, Penny: Where Does This Come From? by H. Peeples Chart paper Marker	12.A. ECS
	12.B. The children will work in small groups to make several batches of baker's dough.	13.B.	12.B. R.C*61,C*63 H.22 PE.$C192_1$ R.C*61,C*63 H.22 PE.$C192_2$	12.B. The teacher will have the children make baker's clay in copper and silver colors. (See the recipe in the appendix.) Round cookie cutters in graduated sizes (glass-rims may be used) will be provided along with a rolling-pin.	12.B. Baking ingredients (see appendix) Cookie cutters Rolling pin	12.B. O
		R.C*61,C*63 M.C*153_3	H.22 PF.$C192_3$			
	12.C. The children will work at specific tasks as members of a factory line.		12.C. H.22_1 H.22_2 H.22_3	12.C. The following procedures will be done in factory style as the children produce their own "magnified" coins. The teacher will first divide the children into five groups (or ten if two "shifts" are to be involved). Group one David Mary Joshua Kimberly Group two Sonya Brandy Matt Carrie Group three Daniel Tabatha Heather Suzanne Group Four Elizabeth Roderick Annie Joey Group five Bobby Willie Karen Allison		12.C. O

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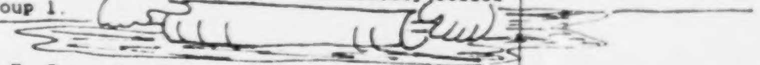
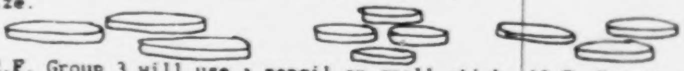
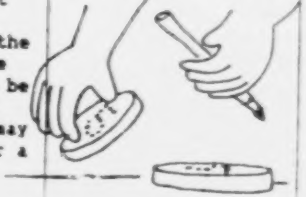
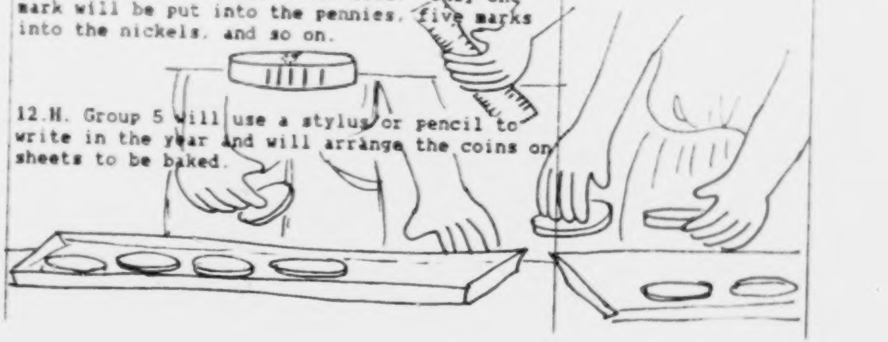
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	12.D. The children will use a rolling-pin to make 1/2"-sheets.		**12.D.** PE.C192$_1$ PE.C192$_2$ A.C5 PE.C192$_3$	**12.D. Group 1 will roll the "metal" into large sheets of an equal thickness. Narrow strips of approximately 1/2" may be used to frame the dough if desired. This will provide for more even rolling. Group 2 will immediately follow Group 1.** 	**12.D. Dough Rolling pin**	**12.D. O**
	12.E. The children will cut and sort circles of varying sizes.	12.E. M.29 S.C38$_1$ M.23$_2$	12.E.	12.E. Group 2 will use the cutters to cut the "coins" from the sheet-metal. The children will sort their finished circles according to size. 	12.E. Cookie cutters Dough	12.E. O
	12.F. The children will write or stamp numerals in the baker's dough.	**12.F.** E.10.12.26.28.30 M.C8$_1$ A.C1$_3$	**12.F.** E.250 M.C8$_1$ E.250 A.C3$_2$ E.250 A.C3.C5$_3$	**12.F. Group 3 will use a pencil or small stick to imprint the numerals into the still-moist dough. To make 1 cent, 5 cents, 10 cents, etc., the children will select a "coin" of the correct proportion and use the stick to make the appropriate numeral. This will have to be done as a series of small dots. (If raised numeral stamps are available, the numerals may be stamped into firm, but moist dough, after a bit of salad oil has been used to coat the stamp.)**	**12.F. Pencil or stick** 	**12.F. O PA**
	12.G. The children will count and imprint an appropriate number of marks.	12.G. M.C15.31 E.26.28$_1$ A.C1$_3$	12.G. M.C15$_1$ A.C3$_2$ A.C3.C5$_3$	12.G. Group 4 will put the correct number of diagonal markings into the edge of each coin using a small ruler or other tool. Only one mark will be put into the pennies, five marks into the nickels, and so on.	12.G. Pencil or stick Ruler	12.G. O PA
	12.H. The children will write the symbol for the year.	12.H. OC.46 M.C8$_1$ A.C1.C5$_3$	12.H. M.C8$_1$ A.C3$_2$ A.C3$_3$	12.H. Group 5 will use a stylus or pencil to write in the year and will arrange the coins on sheets to be baked. 		

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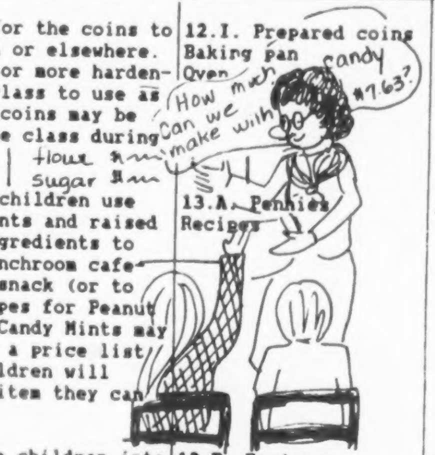
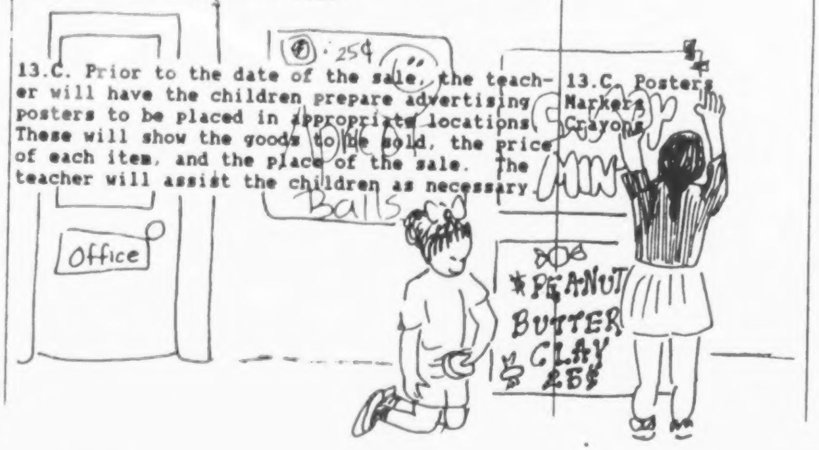
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	12.I. Each child will take home a personal souvenir of the project and will share the work with friends.	12.I. M.C134$_1$ S.C64$_2$	12.I. S.C41$_2$ S.C48$_3$	12.I. The teacher will arrange for the coins to be baked in the school cafeteria or elsewhere. The teacher will distribute one or more hardened coins to the members of the class to use as paperweights or plaques. Extra coins may be given to visitors who come to the class during the unit.	12.I. Prepared coins Baking pan Oven	12.I. O
13. Candy Sale	13.A. The children will determine how much candy they can afford to make.	13.A. M.C*55$_1$ M.136,C140$_2$ H.C11 M.C*145, C*146$_3$	13.A. H.24,C26 M.C*55,C*57, C140$_1$ H.24,C26,35$_2$	13.A. The teacher will have the children use the pennies provided by the parents and raised through can collection to buy ingredients to make something to sell in the lunchroom cafeteria as a dessert or afternoon snack (or to sell at a P.T.O. meeting.) Recipes for Peanut Butter Clay, Apricot Balls, and Candy Mints may be found in the appendix. Using a price list provided by the teacher, the children will decide how many batches of each item they can afford to make.	13.A. Pennies Recipes	13.A. O
	13.B. The children will make candy to sell as a money-raising project.	13.B. R.C44$_1$ R.C44$_2$ R.C*43,C44, C*61$_3$	13.B. R.C44,C*61$_1$ R.C44,C*61$_2$ R.C44$_3$	13.B. The teacher will divide the children into groups of four to six to do the cooking. This project is designed to be carried on throughout the year, so every child will not necessarily have to cook this first time.	13.B. Recipes Ingredients Utensils	13.B. O
	13.C. The children will make advertising posters to post prior to the sale.	13.C. OC.46 M.C8 E.32,C33, C34$_1$ E.32,36,38$_2$	13.C. M.C8 E.38$_1$ E.42,43,46, 55$_3$	13.C. Prior to the date of the sale, the teacher will have the children prepare advertising posters to be placed in appropriate locations. These will show the goods to be sold, the price of each item, and the place of the sale. The teacher will assist the children as necessary.	13.C. Posters Markers Crayons	13.C. O PA


How much candy can we make with $7.63?
flour $
sugar $



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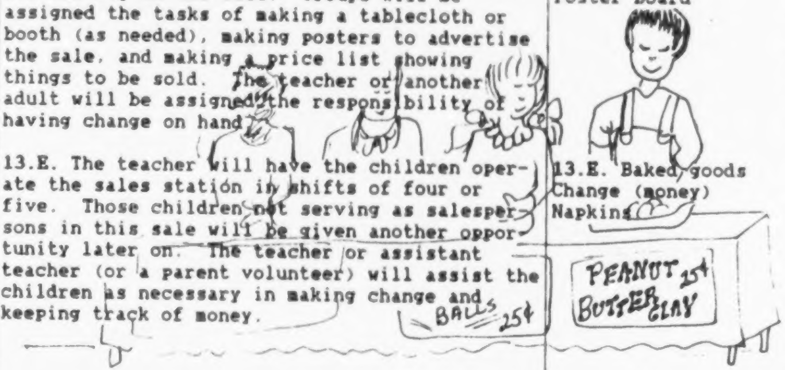
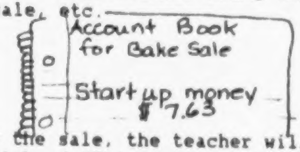
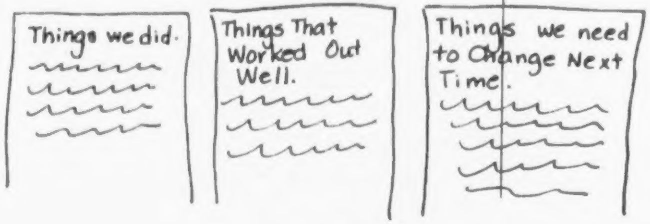
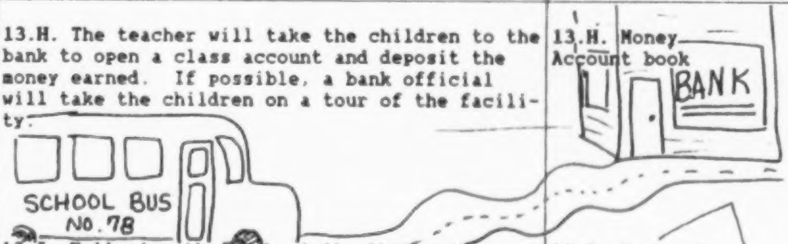
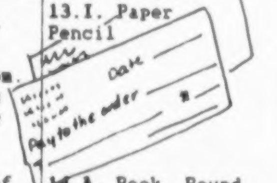
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	13.D. The children will prepare a sales station.	13.D. E.18,23,32 M.C8$_1$	13.D. H.22,24 M.C8$_1$ H.22,24$_2$ H.22,24$_3$	13.D. The teacher will have the children brainstorm to make a list of things they will need for the day of the sale. Groups will be assigned the tasks of making a tablecloth or booth (as needed), making posters to advertise the sale, and making a price list showing things to be sold. The teacher or another adult will be assigned the responsibility of having change on hand.	13.D. Chart paper Markers Poster board	13.D. O PA
	13.E. The children will make change and count money.	13.E. M.C134,137$_1$ M.136,C140$_2$ M.C*145, C*146$_3$	13.E. M.137,C140$_1$ M.C*145, C*146, C*162, C*163$_2$ M.151,C*162, C*163$_3$	13.E. The teacher will have the children operate the sales station in shifts of four or five. Those children not serving as salespersons in this sale will be given another opportunity later on. The teacher or assistant teacher (or a parent volunteer) will assist the children as necessary in making change and keeping track of money. 	13.E. Baked goods Change (money) Napkins	13.E. O
	13.F. The children will record the money spent and earned.	13.F. M.C8 E.23,24,25$_1$ M.C140$_2$	13.F. M.C8,C140$_1$ M.C*162, *163$_2$ M.C*162, *163$_3$	13.F. If other bake sales are to be held in the the future, the teacher will have the children set up an account book showing start-up money, money spent for ingredients, money taken in from each sale, etc.  Account Book for Bake Sale Start up money $7.63	13.F. Paper Pencil Stapler Ruler	13.F. O PA
	13.G. The children will evaluate their planning and their work.	13.G. R.3,4$_1$ R.C*70$_3$	13.G. R.C*70$_1$ R.C*70$_2$	13.G. After the sale, the teacher will have the children think of "Things We Did," "Things That Worked Out Well," "Things We Need to Change Next Time."  Things we did. Things That Worked Out Well. Things we need to Change Next Time.	13.G. Chart paper Marker	13.G. L ECS

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	13.H. The children will visit a bank.		13.H. H.20,21,22, $C23_1$ H.20,21,22, $C23_2$ H.20,21,22, $C23_3$	13.H. The teacher will take the children to the bank to open a class account and deposit the money earned. If possible, a bank official will take the children on a tour of the facility. 	13.H. Money Account book	13.H. O
	13.I. The children will re-create the bank visit through a variety of modes.	13.I. $R.3,4_1$ $M.C21_2$ $M.C^{*}22_3$	13.I. $M.C^{*}22_1$ $M.C^{*}21_2$	13.I. Following the bank visit, the teacher will have the children add to the "Our Town" bulletin board project and the "Our Town" scrapbook, and create a bank in the classroom. Homemade checks, deposit slips, and receipts will be provided by the teacher for dramatic play.	13.I. Paper Pencil 	13.I. O
14. Buildings and Shapes Home Project	14.A. The children will listen as the teacher introduces the study of structure.	14.A. $R.114_1$ $R.114_2$ $R.C^{*}60,114_3$	14.A. $R.C^{*}60,114_1$ A.40 $R.C^{*}60,114_2$ $R.114_3$	14.A. The teacher will introduce the study of buildings in the town or city by reading Chapter 1 of the photographic book, Round Buildings, Square Buildings, and Buildings That Wiggle Like a Fish. This chapter focuses on three buildings: the Taj Mahal, the Parthenon, and Chartres Cathedral. The author explains that these are often considered the most beautiful buildings in the world, and explains that they are very different. Throughout the book various buildings are introduced, and the author explains how the elements of architectural design--the shape, the walls, the windows and doors--create a feeling called "harmony."	14.A. Book, Round Buildings, Square Buildings, and Buildings That Wiggle Like a Fish by P. Isaacson	14.A. O
	14.B. The children will name buildings in their town that have artistic elements.	14.B. R.1,2 E.340,342 S.C32 $M.218_1$	14.B. $A.C22_1$ $A.C22_2$ $A.C22,C23_3$	14.B. The teacher will ask the children to think of buildings in their own town that make them have this feeling that the buildings are really works of art. The teacher will make a list of the buildings named by the children. This list will be reproduced and sent home with a "Letter to Parents."	14.B. Chart paper Marker Paper Pencil Note to parents	14.B. L

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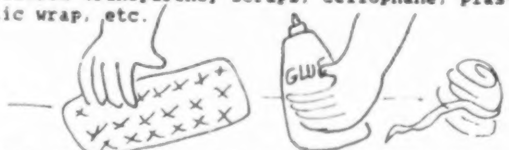
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				Dear Parents, For this month's home project, related to our study of "Our Town," each child is to visit a building and make a report to the class. On this visit you will need to talk with your child about the characteristics of this particular building—how the doors and windows are shaped; how many doors and how many windows there are; what kind of roof the building has; what color it is; how people get from one place to another in the building; what type of material was used in making it (stone, bricks, wood, metal, etc.); how the windows are made (with many little squares, with stained glass, with one big piece of glass, with no glass, etc.). Attached is a list of "Things to Notice." There is also a list of buildings the children chose as their favorites. You may want to choose one of these to visit, or you may know of a more suitable place you'd like to take your child. As part of the class report, your child will make a picture of the building from the outside and a picture on the inside. You may want to take a camera with you on this visit to take pictures so that your child can more easily remember details. Please help your child be prepared for this important school work. Sincerely,		
	14.C. The children will bring to school data collected in relation to a building visited.	14.C. $R.3.4_1$	14.C. $A.C22_1$ $A.C22_2$ $A.C22,C23_3$	14.C. The teacher will allow two or more weeks from the time the assignment is made until the children are required to submit their data.	14.C. Materials from home	14.C. PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	14.D. The children will notice the illustrations in a book about buildings in a city.	14.D. R.29.114$_1$ R.114$_2$ R.114$_3$	14.D. R.114$_1$ R.114$_2$ R.114$_3$	14.D. To introduce to the children the idea of making a book about buildings and to have them notice how detailed illustrations of buildings can be, the teacher will read the book, *The Inside-Outside Book of London* by Roxie Munro, and will explain that they are going to make an "Inside-Outside Book of Our Town." To follow the pattern in Munro's book, the children will need four pieces of paper the size of the desired book. Each child will use two sheets (placed together for working so that inside margins of the required size are folded back and are then behind the working surface) of paper for the outside of the building and two sheets for the inside.	14.D. Book, *The Inside-Outside Book of London* by R. Munro	14.D. O
	14.E. The children will make pictures of the inside and outside of the buildings visited.	14.E. R.29,115 E.1,2,3,4,5, 17,18 M.218$_1$ R.115$_2$ R.115$_3$	14.E. A.C22 R.115$_1$ A.C22 R.115$_2$ A.C22 R.115$_3$	14.E. When all who are going to have brought in their work, the teacher will have the children create pictures of the inside and outside of the buildings they visited. A variety of materials will be made available: wallpaper, foil, cloth, markers, thin string, small colored transparency scraps, cellophane, plastic wrap, etc. 	14.E. Wallpaper Foil Cloth Markers Thin string Small colored transparency strips Cellophane Plastic wrap Glue Scissors Pencils Tape	14.E. O PA
	14.F. The children will provide labels for the buildings.	14.F. E.13,20,21, 22,29$_1$ E.9,35,36, 38,39$_2$	14.F. E.38,39$_1$ E.40,42,43, 44,45,46$_3$	14.F. The children will label their buildings by writing the names on the outside view with stencils or stick-on letters.	14.F. Stencils Markers Stick-on letters	14.F. PA

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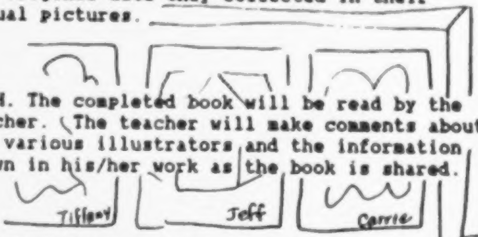
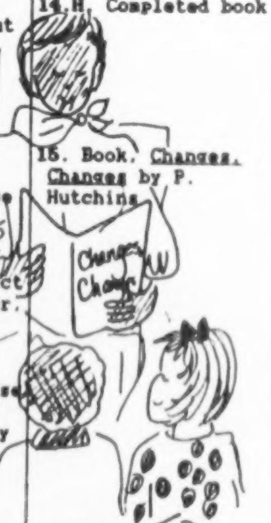
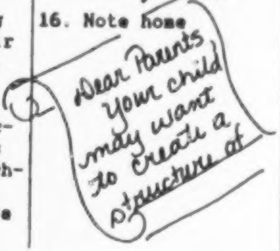
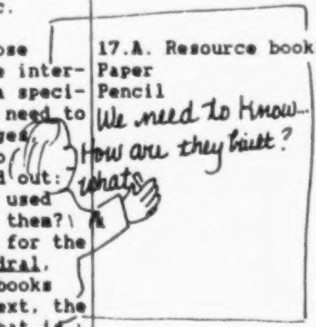
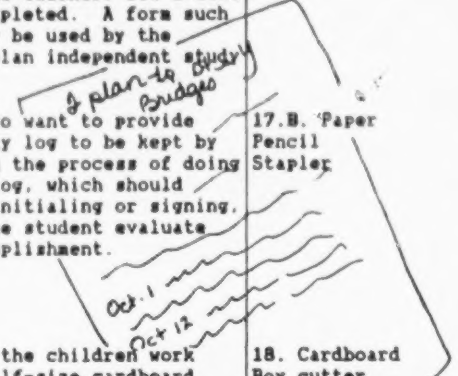
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	14.G. The children will share their data and their pictures.	14.G. R.3,4_1	14.G. OC.1,18,$C20_2$ OC.1,17,18, $C20_3$	14.G. Prior to binding the book, the teacher will provide a time for the children to show their pictures and tell how they represented the original data they collected in their visual pictures.	14.G. Children's pictures	14.G. L
	14.H. The children will listen as the teacher reads the book.		14.H. H.22,$C23_1$ H.22,$C23_2$ H.22,$C23_3$	14.H. The completed book will be read by the teacher. The teacher will make comments about the various illustrators and the information shown in his/her work as the book is shared.	14.H. Completed book	14.H. O
15. Block or Box City	15. The children will use construction materials to create a three-dimensional city.	15. R.114 M.C*217,218_1 R.114_2 R.114 A.$C5_3$	15. R.114 A.C22 M.C*217_1 R.114 A.C22,32,40_2 R.114 A.C22,32,40, 42_3	15. The teacher will begin this project by reading to the children the book, Changes, Changes. This book shows how children can use the same blocks to create many different things. In introducing the idea of a "Block City," the teacher will review the things in the city listed in conjunction with the project "Our Town and Sesame Street" described earlier, and refer to the poem "Block City" by Robert Louis Stevenson. The teacher will talk with the children about how the details of their construction (the kind of windows used, the use of different shapes of blocks, the things in front of a building, the type of roof, the way the doors open, etc.) all help to make us believe that we are looking at a particular type of store or house, or city building.	15. Book, Changes, Changes by P. Hutchins	15. O L
16. Independent Home Project	16. Volunteers will do independent study of structures in the town and present their work for the class.	16. R.1,2 E.340,341 S.C32 M.C15,29, C*217,218_1 A.$C5_3$	16. A.C22 M.C15,C*217_1 A.6,$C22_2$ A.6,C22,42_3	16. Some children may be interested in making their own study of special structures in their town with their parents: museums, mailboxes, fences, bridges, treehouses, barns, garages, firehouses, a hospital, a factory, etc. The teacher may want to send home a note introducing this idea as an extension of the previous visit to a building. In the letter, the teacher will need to suggest some various ways children can tell about their work and capture	16. Note home	16. O L PA

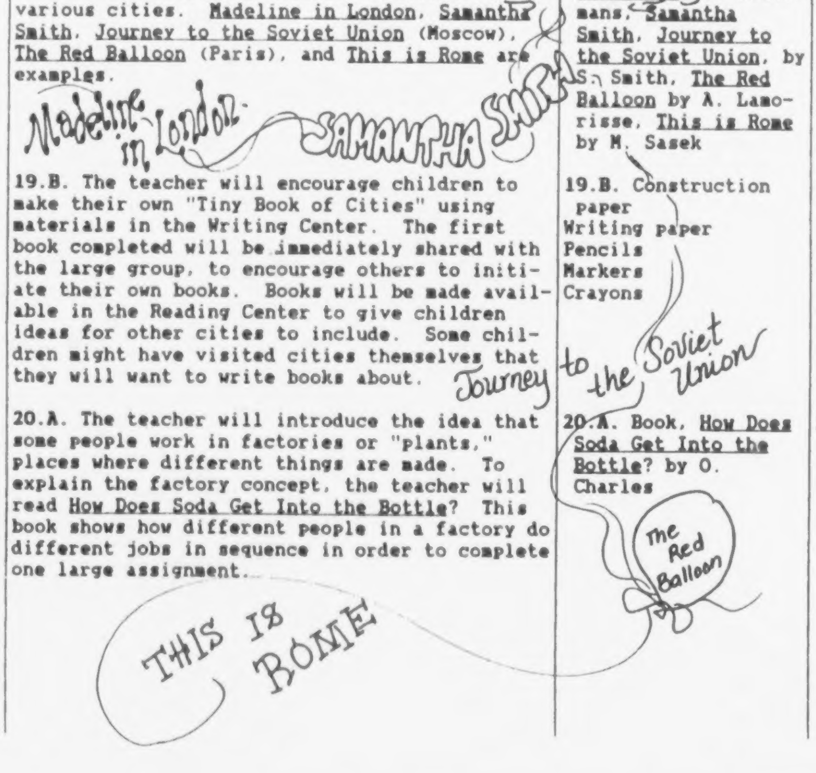


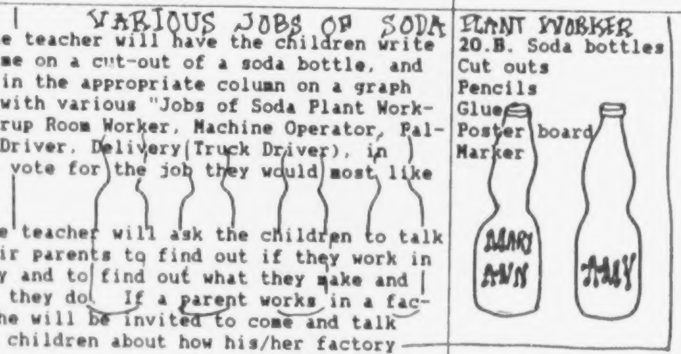
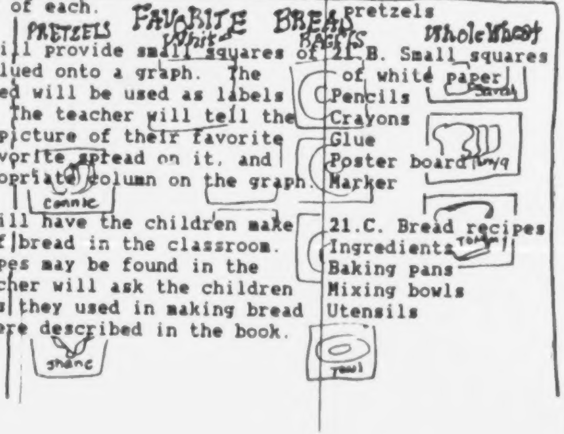




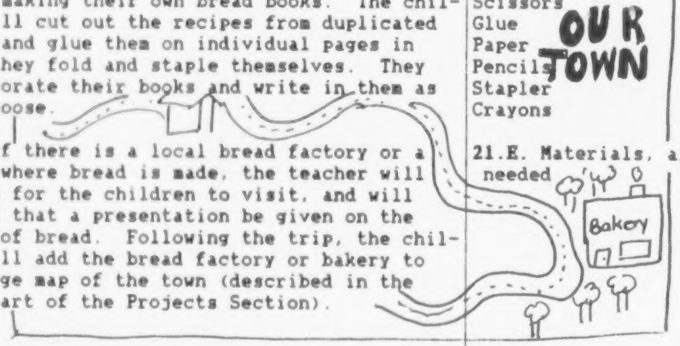
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				the interest of their classmates: dioramas, models, posters, books, slide shows, etc.		
17. Special Structures	17.A. Some children will pursue independent study of various structures.	17.A. M.C*217,218$_1$	17.A. H.24 A.C22 M.217$_1$ H.24,35 A.C22$_2$ H.24,35 A.C22,42$_3$	17.A. The teacher might want to have those accelerated children (and others who are interested) plan an independent study about a specific structure. The children will first need to select a topic for study: towers, bridges, castles, pyramids, domes, etc. Step two involves identifying what is to be found out: How are they built? What are/were they used for? What tools are/were used to build them? Next, the child should locate resources for the study, such as the books Pyramid, Cathedral, and Castle by David Macaulay (or other books about specific types of structures). Next, the child must develop a plan for showing what is learned: building models, making posters, creating books, making a video- or audiotape, etc. Finally, the child should plan a tentative timeline and, with the teacher, set a date when the work is to be completed. A form such as the one shown here, may be used by the teacher to help children plan independent study work.  We need to Know... How are they built? whats	17.A. Resource books Paper Pencil	17.A. O AR
	17.B. The children will keep a diary record of their work, including planning, research, sharing, and evaluation.	17.B. R.4$_1$ E.183$_2$ R.C*63 E.*184,*185$_3$	17.B. R.C*63 E.183,*184,*185$_1$ R.C*63 E.*184,*185$_2$	17.B. The teacher will also want to provide some type of accountability log to be kept by children while they are in the process of doing independent study. This log, which should require periodic teacher initialing or signing, is important in helping the student evaluate his/her progress and accomplishment.  I plan to study Bridges Oct. 1 Oct 12	17.B. Paper Pencil Stapler	17.B. PF
18. Community Worker Display	18. The children will make dolls to represent selected community workers.	18. R.1,2,39,115 E.1,2,3,4$_1$ R.115$_2$	18. R.115$_1$ A.6 R.115$_2$	18. The teacher will have the children work in small groups to make half-size cardboard "paper doll" portraits of the community workers and professionals they discuss in class and others in which the children show a special interest. (This project might also be done using Barbie-sized dolls to be dressed by the	18. Cardboard Box cutter Construction paper Pencils Markers Crayons Scissors	18. O PA

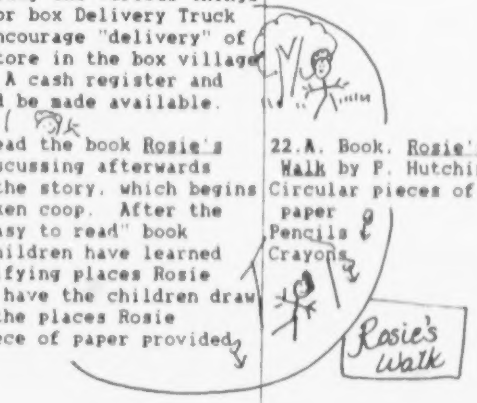
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		A.C1,C5 R.115$_3$	A.6,42 R.115$_3$	children, if enough dolls can be collected. The dolls will be dressed to represent the workers. When the children have finished dressing the dolls, the teacher will have the children keep the dolls to display with the "Block or Box City" project described previously in this section.	Scraps of material String	
19. Famous Cities	19.A. The children will listen to various books about famous cities from around the world.	19.A. R.113,114$_1$ R.113,114$_2$ R.113,114$_3$	19.A. R.113,114$_1$ R.113,114$_2$ R.113,114$_3$	19.A. As the study of cities gets underway, the teacher can introduce a series of books about various cities. Madeline in London, Samantha Smith, Journey to the Soviet Union (Moscow), The Red Balloon (Paris), and This is Rome are examples.	19.A. Books, Madeline in London, L. Bemelmans, Samantha Smith, Journey to the Soviet Union, by S. Smith, The Red Balloon by A. Lamorisse, This is Rome by M. Sasek	
	19.B. The children who choose will make mini-books about famous cities they have read about or visited.	19.B. R.4,112$_1$ R.112 E.183$_2$ R.C*63,112 E.*184,*185$_3$	19.B. R.*63,112 E.82,83,183,*184,*185$_1$ R.C*63,112 E.82,83, R.112 E.82,83$_3$	19.B. The teacher will encourage children to make their own "Tiny Book of Cities" using materials in the Writing Center. The first book completed will be immediately shared with the large group, to encourage others to initiate their own books. Books will be made available in the Reading Center to give children ideas for other cities to include. Some children might have visited cities themselves that they will want to write books about.	19.B. Construction paper Writing paper Pencils Markers Crayons	19.B. PA CCF
20. Factory Work	20.A. The children will listen as the teacher reads a book and will participate in a discussion of factory work.	20.A. R.3,4,62,114$_1$ R.114$_2$ R.C*64,C*66,C*70,114$_3$	20.A. R.C*64,C*66,C*70,114$_1$ R.C*64,C*65,C*66,C*70,114$_2$ R.C*65,114$_3$	20.A. The teacher will introduce the idea that some people work in factories or "plants," places where different things are made. To explain the factory concept, the teacher will read How Does Soda Get Into the Bottle? This book shows how different people in a factory do different jobs in sequence in order to complete one large assignment.	20.A. Book, How Does Soda Get Into the Bottle? by O. Charles	20.A. O L



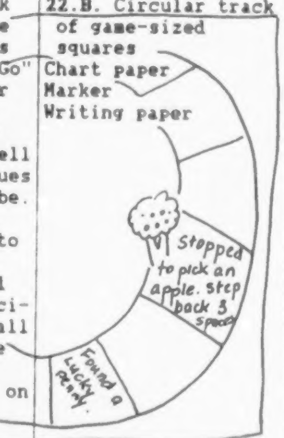
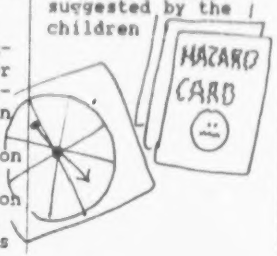
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	20.B. The children will vote for the factory job they consider most desirable.	20.B. E.4,51$_1$	20.B. H.24$_1$ H.24$_2$ H.24$_3$	 VARIOUS JOBS OF SODA PLANT WORKER MARY ANN AMY 20.B. The teacher will have the children write their name on a cut-out of a soda bottle, and glue it in the appropriate column on a graph labeled with various "Jobs of Soda Plant Workers" (Syrup Room Worker, Machine Operator, Palletizer Driver, Delivery Truck Driver), in order to vote for the job they would most like to have.	20.B. Soda bottles Cut outs Pencils Glue Poster board Marker	20.B. O
	20.C. The children will interview other factory workers.	20.C. OC.46$_1$ OC.27$_2$ OC.38$_3$	20.C. OC.18,C20,C34$_2$ OC.18,C20,C34$_3$	20.C. The teacher will ask the children to talk with their parents to find out if they work in a factory and to find out what they make and what job they do. If a parent works in a factory, s/he will be invited to come and talk with the children about how his/her factory operates.		
21. Bread Making	21.A. The children will listen to a book about bread.	21.A. R.1,3,4,114 S.C32$_1$ R.114$_2$ R.114$_3$	21.A. R.114$_1$ R.114$_2$ R.114$_3$	21.A. The teacher will read the book, Bread, Bread, Bread and will discuss with the children the kinds of bread they like to eat. The teacher will provide samples of whole-wheat bread, white bread, bagels, pita bread, pretzels, etc. The children will be encouraged to taste a small piece of each.	21.A. Book, Bread, Bread, Bread by A. Morris Samples of bread: whole wheat, white, bagels, pita bread, pretzels	21.A. O
	21.B. The children will draw their favorite bread and glue it on a graph.	21.B. E.4,51$_1$ H.C11$_3$	21.B. H.24$_1$ H.24,C37$_2$ H.24,C37,C52$_3$	 FAVORITE BREAD PRETZELS White BAGELS Whole Wheat Connie Shane 21.B. The teacher will provide small squares of white paper to be glued onto a graph. The kinds of bread tasted will be used as labels for graph columns. The teacher will tell the children to draw a picture of their favorite bread with their favorite spread on it, and glue it in the appropriate column on the graph.	21.B. Small squares of white paper Pencils Crayons Glue Poster board Marker	21.B. O PA
	21.C. The children will make bread.	21.C. R.3,4$_1$ R.C*61,C*63$_3$	21.C. R.C*61,C*63$_1$ R.C*61,C*63$_2$	21.C. The teacher will have the children make one or more types of bread in the classroom. (Several bread recipes may be found in the appendix.) The teacher will ask the children to compare the steps they used in making bread to the steps that were described in the book.	21.C. Bread recipes Ingredients Baking pans Mixing bowls Utensils	21.C. O L

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	21.D. The children will make their own bread recipe books to take home.	21.D. E.1,3,4$_1$ H.C11$_3$	21.D. H.24,C26$_1$ H.24,C26$_2$ H.24,C26, *c52$_3$	21.D. The teacher will provide copies of the bread recipes used in class for the children to use in making their own bread books. The children will cut out the recipes from duplicated sheets and glue them on individual pages in books they fold and staple themselves. They can decorate their books and write in them as they choose.	21.D. Copies of bread recipes Scissors Glue Paper Pencils Stapler Crayons	21.D. PA
	21.E. The children will visit a bakery or factory where bread is made and re-create the building for the "Our Town" Map.	21.E. R.29,115$_1$ R.115$_2$ R.115$_3$	21.E. R.115 H.20,21$_1$ H.20,21 R.115$_2$ R.115 H.20,21$_3$	21.E. If there is a local bread factory or a bakery where bread is made, the teacher will arrange for the children to visit, and will request that a presentation be given on the making of bread. Following the trip, the children will add the bread factory or bakery to the large map of the town (described in the early part of the Projects Section).	21.E. Materials, as needed	21.E. O
	21.F. The children will simulate the steps used in making bread in their dramatic play.	21.F. R.4,29 E.8$_1$ R.C*61,C*63, C*66$_3$	21.F. R.C*61,C*63, C*66$_1$ R.C*61,C*63, C*66$_2$	21.F. The teacher will suggest that the children create a Bread Factory as a part of the "Community Is..." Project previously described. The teacher will encourage the children to recall the details of the bread factory and to use their model to role-play the various things they remember. A block or box Delivery Truck may need to be made to encourage "delivery" of the bread to a Grocery Store in the box village for sale to "shoppers." A cash register and real or play money should be made available.	21.F. Blocks, or a box Cash register Real or play money	21.F. O
22. Rosie's Walk Board Game	22.A. The children will learn to predict the text in a book from picture and letter clues.	22.A. R.4,5,6,62, 114,115$_1$ R.114,115$_2$ A.C1$_3$	22.A. R.C*74,114, 115 A.C22$_1$ R.C*74,114, 115 A.C22$_2$ R.C*74,114, 115 A.C22$_3$	22.A. The teacher will read the book Rosie's Walk by Pat Hutchins, discussing afterwards the circular pattern of the story, which begins and ends at Rosie's chicken coop. After the teacher has read this "easy to read" book several times, and the children have learned the simple phrases identifying places Rosie walked, the teacher will have the children draw their own impression of the places Rosie visited on a circular piece of paper provided by the teacher.	22.A. Book, Rosie's Walk by P. Hutchins Circular pieces of paper Pencils Crayons	22.A. O PA





Unit Title Our Town

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	22.B. The children will dictate a list of places, characters, and incidents in a story and draw their interpretations of these.	22.B. R.3,4.115 E.1,23,14,25_1 $R.115_2$ R.115 $A.C1_3$	22.B. $R.115_1$ $R.115_2$ $R.115_3$	22.B. The teacher will have the children look at the impressions in the re-creations of the story, and will suggest that many board games also use the circular pattern, starting at "Go" and finishing in the same place. The teacher will show the children a circular track s/he has prepared, with game-sized squares representing the track Rosie followed, and will tell the children that the board needs picture-clues to show where, along the track, Rosie might be. The teacher will have the children dictate a list of the different places they will need to draw, and the other characters that might be watching Rosie as she walks. Each child will then select (or the teacher will assign) specific parts of the story s/he will draw. (If all children in the class are to be involved, the teacher may want to have them create two or three gameboards or have half the class work on the "Our Town" gameboard described below.)	22.B. Circular track of game-sized squares Chart paper Marker Writing paper  Stopped to pick an apple. step back 3 spaces Found a lucky penny	22.B. L
	22.C. The children will decide on hazards to include in the creation of a game.	22.C. $E.253_1$	22.C. H.24 $E.250_1$ H.24 $E.250_2$ H.24 $E.25_3$	22.C. The teacher will discuss with the children how they want to handle the fox, who follows Rosie throughout the walk. Various hazards might be placed along the pathway to lure the fox (and even Rosie) and send them backwards. These hazards--a big rock, a haystack, a sack of flour, and a hive of bees--are described in the illustrations of the book.	22.C. Book, Rosie's Walk by P. Hutchins	22.C. L
	22.D. The children will solve the problems of how to create moving characters that can stand and how to provide a system to determine character movement around the gameboard track.	22.D. $A.C5_3$	22.D. H.24 $A.C22_1$ H.24 $A.6,C22_2$ H.24 $A.6,C22,42_3$	22.D. The children can also suggest how the two moving characters can be represented so that they will stand up: mounted on small boxes, glued onto old gamepieces, fastened to rectangular or square bottle caps, etc. The teacher can help the children decide how they can create a way to decide how far the characters can move on each turn. (Example: a plus die to start and to use when Rosie and the Fox land on a good thing like a patch of flowers and a minus die to use when Rosie and the Fox land on a bad thing like the beehive; a spinner and a deck of Hazard Cards to draw from when players	22.D. Materials as suggested by the children  	22.D. L

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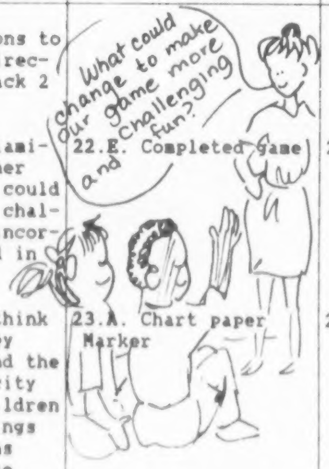
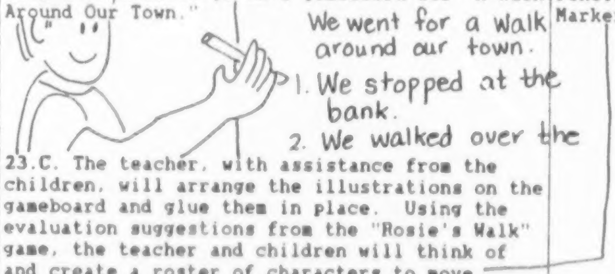
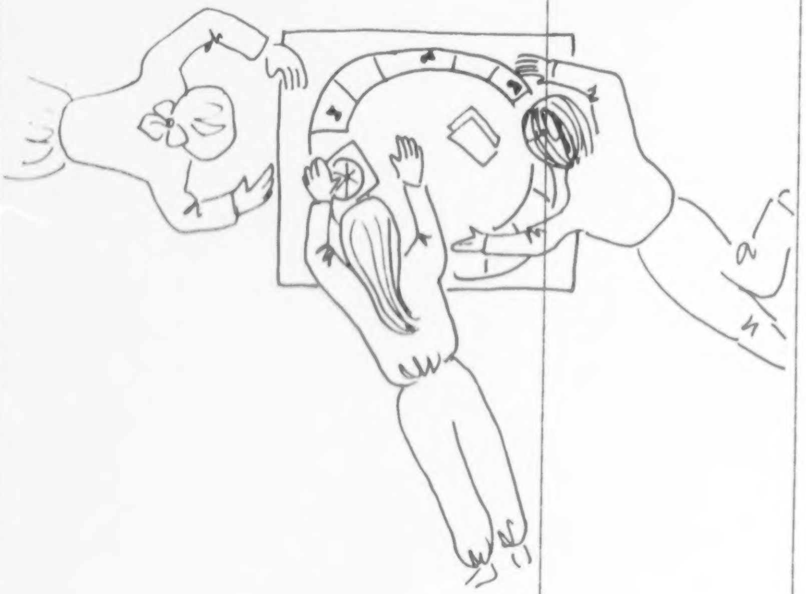
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				land on a bad square--these can be questions to answer in order to move or cards giving directions such as "Tripped over a rock. Go back 2 spaces.")		
	22.E. The children will play and evaluate their original game and suggest ways to improve on the design elements.	22.E. R.3,4_1	22.E. H.24_1 H.24_2 H.24_3	22.E. After the game has been completed, laminated, and played several times, the teacher will evaluate with the children what they could change to make the game even more fun and challenging. These suggested changes can be incorporated into the "Our Town" game described in the next project.	22.E. Completed game	22.E. O L
23. Our Town Board Game	23.A. The children will determine a place in the town where they could take a circular walk and will list places and things encountered.	23.A. R.1,2,3,4,9,10_1	23.A. E.250_1 H.24 E.250_2 H.24 E.250_3	23.A. The teacher will have the children think of a special place in "Our Town" where they would like to take a circular walk: around the courthouse square, in the park, around a city block, etc. The teacher will have the children brainstorm "Places We Would Pass" and "Things We Might See" on this walk, and these items will be listed on an experience chart. The teacher can also have children imagine "hazards" that they might pass on their walk (or they can make up exciting "hazards" to include.	23.A. Chart paper Marker	23.A. ECS
	23.B. The children will sequence real places and things for a gameboard.	23.B. R.4_1 A.$C5_3$	23.B. H.22,C23,24 A.$C22_1$ H.22,C23,24 A.$C22_2$ H.22,C23,24 A.6,C22,42_3	23.B. The teacher will ask children to choose (or will assign) things from the chart that they will draw to go on a gameboard for "A Walk Around Our Town."	23.B. Paper Crayons Pencils Markers	23.B. O PA
	23.C. The children will complete the construction of an "Our Town" game.	23.C. OC.46 R.29 E.3,4_1	23.C. A.$C22_1$ A.6,$C22_2$ A.6,C22,42_3	23.C. The teacher, with assistance from the children, will arrange the illustrations on the gameboard and glue them in place. Using the evaluation suggestions from the "Rosie's Walk" game, the teacher and children will think of and create a roster of characters to move around the track, a system for determining movement, and any special provision cards to be used.		23.C. L


What could change to make our game more challenging and fun?


We went for a walk around our town.
1. We stopped at the bank.
2. We walked over the

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	23.D. The children will play and evaluate an original game.	23.D. $R.4_1$	23.D. $H.22.C23_1$ $H.22.C23_2$ $H.22.C23_3$	23.D. The teacher will have the children play and evaluate the "Our Town" game.	23.D. "Our Town" game	23.D. O L



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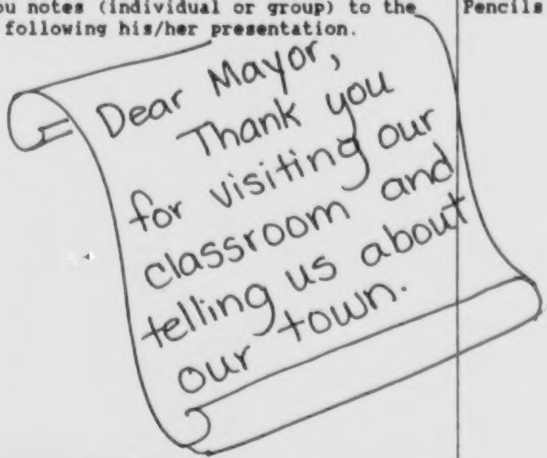
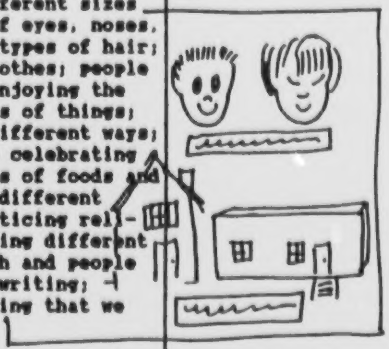
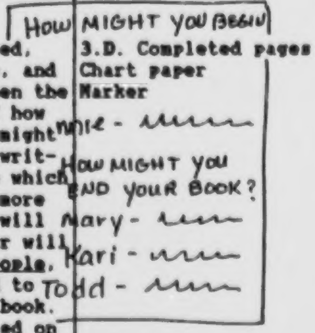
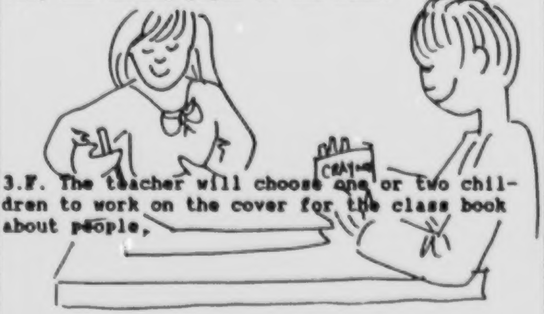
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
1. What Is A Map?	1.A. The children will study a map of the state and identify characteristics.	1.A. R.1,3,4$_1$ R.40$_2$	1.A. SS.C41,C84$_3$	1.A. The teacher will show the children a large map of Mississippi and ask them to describe what they see. The teacher will point out the symbols used to represent points of interest, cities and towns, rivers, and major highways. The states that touch Mississippi will be identified, and the teacher will show the children where the Gulf of Mexico and the Mississippi River are located.	1.A. Large map of Mississippi	1.A. O L
	1.B. The children will locate their own town on a map of the state.	1.B. S.C32$_1$ R.19,40$_2$	1.B. S.C64$_2$ S.C64$_3$	1.B. The teacher will ask the children to find their own town or community on the map, and to name other cities or towns they might look for. Concepts about map-making will be introduced through use of the state map, and then reinforced through the creation of a large map of the community as described in the project, "Our Town and Sesame Street." Symbols used to represent different features will be explained by the teacher. Directional features used in map construction will be pointed out. The teacher will introduce the word "legend" and explain that it is a kind of directory to help us read a map.	1.B. Large map of Mississippi	1.B. O L
2. Chamber of Commerce Visitor	2.A. The children will listen as a visitor talks about the town.	2.A.	2.A. H.20,21,22, C23$_1$ H.20,21,22, C23$_2$ H.20,21,22, C23$_3$	2.A. The teacher will arrange for a member of the local Chamber of Commerce (or a community official) to visit the classroom and talk about some of the advantages of living in "Our Town." The visitor will be asked to bring brochures and publicity materials so that the children can see how the town is being advertised.		2.A. O

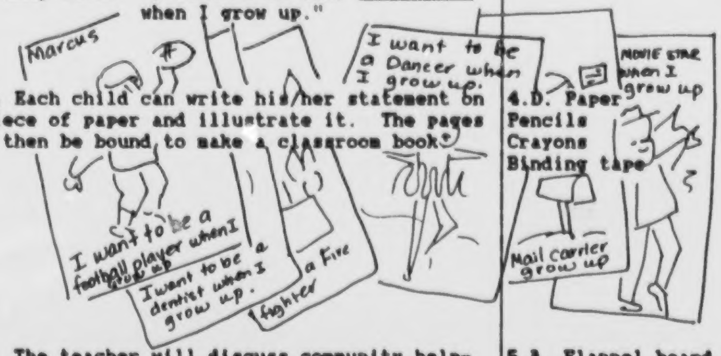
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	2.B. The children will write thank-you notes to the class visitor.	2.B. E.32,C33, C34$_1$	2.B. E.37,38,39, *149,*150, *184,344, C346,C347, 352,*357$_1$	2.B. The teacher will have the children write thank-you notes (individual or group) to the visitor following his/her presentation.  Dear Mayor, Thank you for visiting our classroom and telling us about our town.	2.B. Paper Pencils	2.B. PA SSC
		E.35,36,37, 38,39,*148, *149,*150$_2$	E.62,*184, *195,*200, 201,*285, 344,C346, C347,352, *357,*380, 381,382$_2$			
		E.*184,*185, *195,344, C346,C347, *356,*357$_3$	E.C41,42,43, 44,45,46, 47,62,*166, *200,201, *285,352, *380,381, 382$_3$			
	2.C. The children will mail their thank-you notes.	2.C.	2.C. H.20,21,22$_1$	2.C. If possible, the teacher will arrange for a field trip to the post office so that the children can mail their thank-you notes. In a very small town it may be possible for the post office to cancel the stamps as the children watch, and then for a postman to actually show the children how the letter is carried to the visitor's home or office. If this is not possible, a postal worker can explain the journey of a letter to the children.	2.C. Thank-you notes Stamps	2.C. O
		E.147$_2$	E.*157,*158, *196 H.20,21,22$_2$			
		E.*196$_3$	E.*157,*158, *383 H.20,21,22$_3$			
	2.D. The children will create a post office in the classroom.	2.D. R.29,115$_1$	2.D. R.115$_1$	2.D. After the trip to the post office, the children can re-create the setting as described in the project, "Visit to Community Locales."	2.D. Materials as needed	2.D. O
		R.115$_2$	R.115 A.6$_2$			
		R.115 A.C5$_3$	R.115 A.6$_3$			

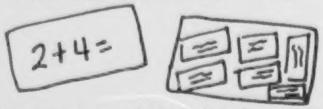
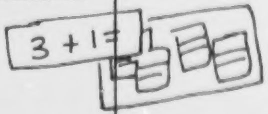
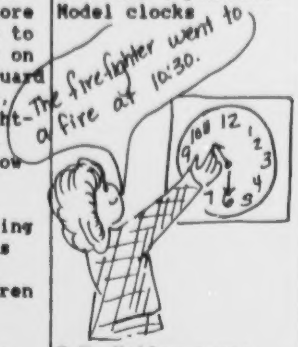
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	2.E. The children will add information to their "Our Town Scrapbook."	2.E. E.341 R.3,9_1	2.E. E.394_2 E.394_3	2.E. Brochures from the Chamber of Commerce and the post office will be placed in the "Our Town Scrapbook." Selected children will write summaries of each event (or the teacher will type the experience chart data) to be placed in the scrapbook with any pictures taken.	2.E. "Our Town Scrapbook" Brochures from the Chamber of Commerce and the post office Glue Paper Pencils	2.E. FF
3. People	3.A. The children will listen as the teacher reads a book and will contribute to a list of differences among people in "Our Town."	3.A. R.10,114_1 R.114_2 R.114_3	3.A. R.114_1 R.114_2 R.114_3	3.A. The teacher will read the children the book People by Peter Spier. After reading the book and looking at Spier's detailed illustrations, the teacher will ask the children to think of ways the people in "Our Town" are different from one another. The teacher will make a list of these differences on an experience chart.	3.A. Book, People by P. Spier Chart paper Marker	3.A. ECS
	3.B. The children will find and classify pictures according to Spier's categories of uniqueness.	3.B. R.1,2 M.29_1 R.19,40_2	3.B.	3.B. The teacher will divide the children into pairs and ask each pair to look for certain types of pictures: people of different sizes and shapes; all different types of eyes, noses, lips, ears, and faces; different types of hair; people with different types of clothes; people enjoying the country and people enjoying the city; people doing different types of things; people playing or having fun in different ways; different types of houses; people celebrating in different ways; different types of foods and people eating in different ways; different types of churches and people practicing religion in different ways; people doing different types of work; people who are rich and people who are poor; different types of writing; things named after people or showing that we remember special people.	3.B. Resource books Scissors 	3.B. O
	3.C. The children will write sentences about pictures of people.	3.C.	3.C. E.344,C346, 352_1 E.344,C346, 352_2	3.C. The teacher will give each pair of children a large piece of construction or bulletin board paper (all the same size) and ask them to arrange and glue their pictures on the page. Each pair will then compose a sentence about people that suits the pictures and write it on	3.C. Construction or bulletin board paper Glue Pencils	3.C. PA

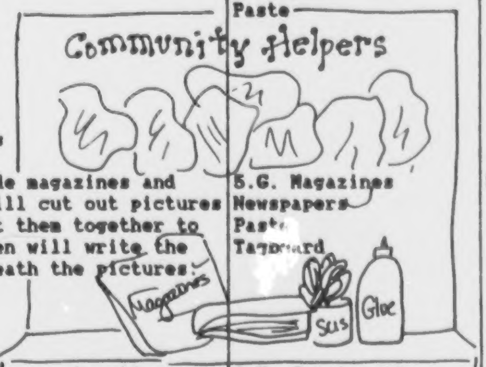
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.344,C346$_3$	E.352$_3$	a sentence strip to be glued at the bottom of the page.		
	3.D. The children will compose a beginning and an ending for their book about people, and think of a suitable title different from Spier's.	R.C*64$_3$	3.D. H.24 R.C*64$_1$ H.24,35 R.C*64$_2$ H.24,30$_3$	3.D. When the pages have all been completed, the teacher will post them up in sequence, and ask the children to read their pages. Then the teacher will ask the children to think of how they might begin their book and how they might want to end it. All suggestions will be written down, and the children will determine which suggestions will be more interesting and more suitable. Suggestions for illustrations will also be generated as a group. The teacher will then explain that Peter Spier's title, People, has already been used, and that they need to think of another title which suits their book. Suggestions will be recorded and then voted on by the group.	3.D. Completed pages Chart paper Marker	3.D. L
	3.E. Selected children will prepare beginning and ending pages for a book.	3.E. R.29$_1$ R.C*63, C*105$_3$	3.E. R.C*63, C*105$_1$ R.C*63, C*105, C*107$_2$ R.C*106, C*107$_3$	3.E. The teacher will select small groups of children to work together to make the introductory and ending pages of the book.	3.E. Construction or bulletin board paper Crayons Markers Pencils	3.E. PA
	3.F. Selected children will prepare a book cover.	3.F. R.115$_1$ R.115$_2$ A.C1 R.115$_3$	3.F. R.115$_1$ R.115$_2$ R.115$_3$	3.F. The teacher will choose one or two children to work on the cover for the class book about people.	3.F. Tag board or posterboard Crayons Markers Pencils	3.F. PA
	3.G. The children will assist as the teacher reads the class book about people.	3.G. R.112,114$_1$ R.112,114$_2$ R.112,114$_3$	3.G. R.112,114$_1$ R.112,114$_2$ R.112,114$_3$	3.G. The teacher, after binding the book, will read the completed book to the whole class, asking for choral participation from the children. The book will be placed in the Library Center for all children to use.	3.G. Index card Card pocket Scissors Glue	3.G. CCF

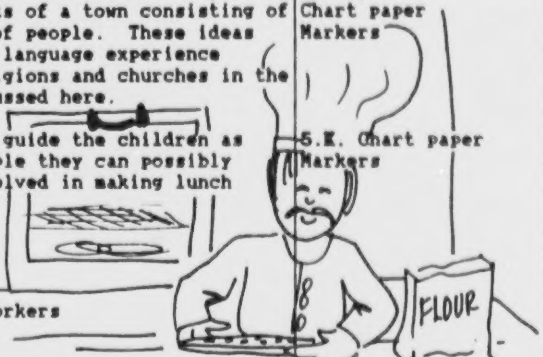


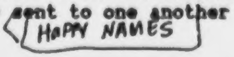
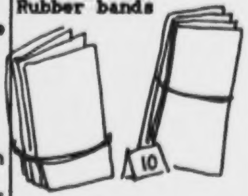


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
4. Community Workers	4.A. The children will brainstorm and make a list of community workers.	4.A. R.2,4$_1$ SS.16,18$_2$	4.A. SS.50$_1$ SS.50$_2$ SS.50$_3$	4.A. The teacher will write an experience chart using suggestions by the children as they name community workers. COMMUNITY HELPERS MAIL CARRIER Trash collector Doctor Dentist Sales clerk Mechanic Cook Nurse Fire fighter	4.A. Chart paper Markers	4.A. ECS
	4.B. The children will guess which community worker is being pantomimed.	4.B. R.2,3,4$_1$ SS.16,18$_2$	4.B. SS.50$_1$ SS.50$_2$ SS.50$_3$	4.B. The teacher will pantomime different community helpers and the children will guess the identity. The children will then take turns pantomiming different community helpers.		4.B. O L
	4.C. The children will tell what they want to be when they grow up.	4.C. R.3,4 E.340,341$_1$ E.*79$_2$	4.C. E.61$_2$ E.61,323$_3$	4.C. The teacher will involve the children in summarizing the language experience through dictation of an experience chart as shown: Randy said: "I want to be a(n) ______ when I grow up."	4.C. Chart paper Marker	4.C. ECS
	4.D. The children will illustrate their contribution for use in a book.	4.D. R.115$_1$ R.115$_2$ A.C1 R.115 E.344,346$_3$	4.D. E.314,C346, 352 R.115$_1$ E.344,C346 R.115$_2$ R.115 E.352$_3$	4.D. Each child can write his/her statement on a piece of paper and illustrate it. The pages can then be bound to make a classroom book.*  Marcus I want to be a football player when I grow up I want to be a dentist when I grow up. a Fire fighter I want to be a Dancer when I grow up. MOVIE STAR when I grow up Mail carrier grow up	4.D. Paper Pencils Crayons Binding tape	4.D. PA CCF
5. Community Helpers Number Stories	5.A. The children will discuss and solve number stories.	5.A. MA.C8,54, C*55,C*63$_1$ M.C*57,173, 174$_2$	5.A. MA.C*57, C*65,173, 176$_1$ M.C*58, C*65,C*67, 174,C*175, 176,178$_2$	5.A. The teacher will discuss community helpers, and the tools they use, and the jobs they do, then ask the children to make and share number stories about the helpers. To solve the stories, the children should use flannel cutouts or counters to represent the situations that are described. For instance, a story might be "The baker made 12 cakes. She sold 8 cakes. How many cakes were left?" or "The nurse helped 7 patients in the morning. She	5.A. Flannel board cutouts of community helpers and/or counters	5.A. O C MC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		M.C*58, C*65,C*67, 172,C*175, 176,177$_3$	M.C*59,68, 174,178$_3$	helped 9 patients in the afternoon. How many did she help in all?" The teacher will encourage the children to write pertinent numerals and number sentences as they work.		
	5.B. The children will practice basic facts. 	5.B. M.C56,C64$_1$ 2 +4 Front M.61,C66$_2$ M.C*70,C*75$_3$	5.B. M.61$_1$ 2 +4 6 Back M.C66,C*70$_2$ M.C*71,C*75, C76$_3$	5.B. The teacher will provide community helper props (letters for postal workers, pictures of glasses for eye doctor, pictures of cotton bales or cotton balls for farmer, etc.) and fact cards. Children will arrange the props to fit the facts shown on the cards, find the answers using the props, and check themselves (cards have answers on the back).  	5.B. Community helper counters Fact cards for addition and subtraction	5.B. O C
	5.C. The children will tell time from model clocks and set model clocks.	5.C. M.C*138$_1$ M.C*141$_2$ M.C*147$_3$	5.C. M.C*141$_1$ M.C152, C*201$_2$ M.C152, C*201$_3$	5.C. The teacher will introduce stories about community helpers and the times they do their jobs, then encourage the children to tell more stories. The children can set model clocks to the times being described or read times set on model clocks. For example, "The crossing guard had to be at work at 7:00. When she got up, the clock said _____ (6:00)." "The firefighters went to a fire at 10:30. An hour later they put out the fire. Set the clock to show what time it was."	5.C. Community helper cutouts (optional) Model clocks  The firefighter went to a fire at 10:30.	5.C. O C
	5.D. The children will answer riddles about community helpers.	5.D. R.3,4,5$_1$ R.C*60$_3$	5.D. R.C*60$_1$ R.C*60$_2$	5.D. The teacher will begin with "I'm thinking of someone who helps us. That person checks what hurts on us and helps to make us well. Who is it?" The teacher will let the children make up their own riddles.		5.D. O L
	5.E. The children will find community helpers in the yellow pages.	5.E. R.86$_2$ R.C*70,C*87$_3$	5.E. R.C*37,C*70$_1$ R.C*37,C*70, 86,C*87,88$_2$ R.C*37,88, C*89$_3$	5.E. The teacher will place an old copy of a phone book at a center. The children will find advertisements for different community workers and cut them out. These will be posted on a bulletin board.	5.E. Yellow pages from old phone books Scissors	5.E. PA

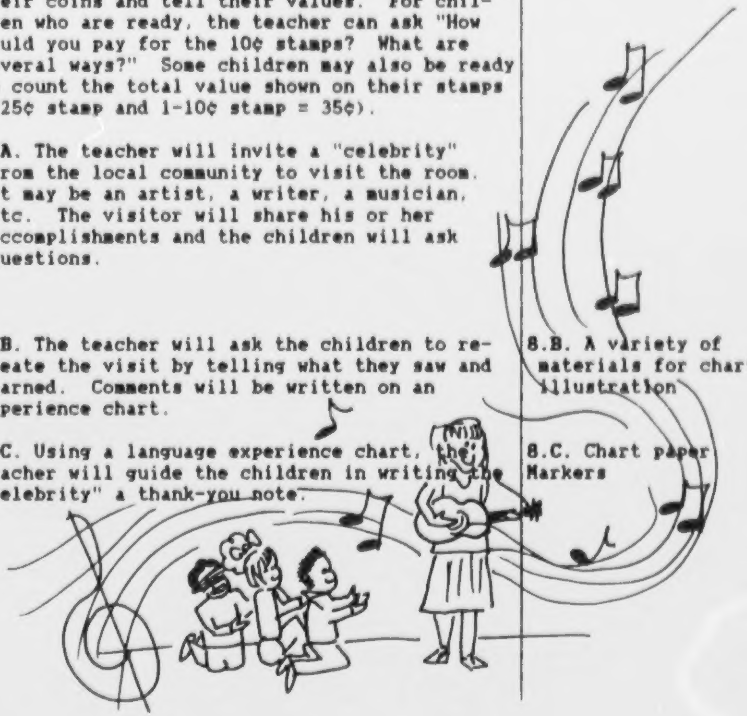
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	5.F. The children will design a community worker's hat or tool.	5.F. E.1,3,4_1	5.F.	5.F. The teacher will show pictures of items community helpers wear or use. Construction paper will be provided for children to make these items. Examples: Nurse's hat Police officer's hat Fire fighter's hat Doctor's surgical light Stethoscope Telescopes TV announcer's microphones	5.F. Pictures of community workers Construction paper Scissors Paste	5.F. PA
			A.6_2			
		A.C1,$C5_3$	A.6,42_3			
	5.G. The children will make a community helper collage.	5.G. E.3,4_1	5.G. E.38_1	5.G. The teacher will provide magazines and newspapers. The children will cut out pictures of community helpers and put them together to make a collage. The children will write the names of the workers underneath the pictures. 	5.G. Magazines Newspapers Paste Tagboard	5.G. PA
		R.40 E.35,36,38_2				
			E.42,43,45,56_3			
	5.H. The children will make cards for community helpers.	5.H. E.1,3,4_1	5.H. E.38,39,*148,*149,*153,*156,352_1	5.H. The teacher will provide construction paper and markers. The children will make greeting cards and send them to their favorite community worker. MAKE A GREETING CA TO SEND TO UR FAVORITE ITY HELPER Construction Paper GLUE TO MY DOCTOR	5.H. Construction Paper Markers Envelopes	5.H. PA
		E.35,36,38,39,*148,$*149_2$	E.*153,*156,*200,201,352,*380,381_2			
			E.42,43,44,54,56,*153,*156,*166,*200,201,352,*380,381_3			
	5.I. The children will tell the name of the mayor of their town.	5.I.	5.I. E.147,250_1	5.I. The teacher will explain how rules are made for the town. The mayor and board of alderman will be explained to the children. If possible, the mayor or another town official		5.I. L O
		E.147_2	E.200,250_2			

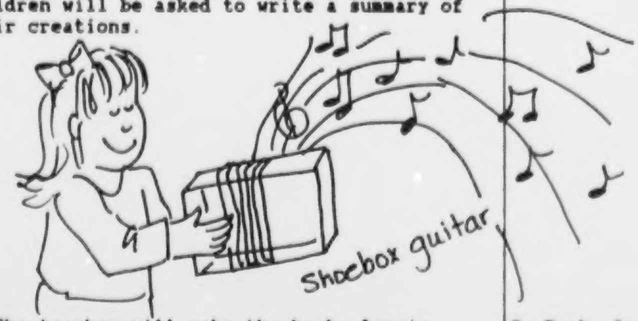
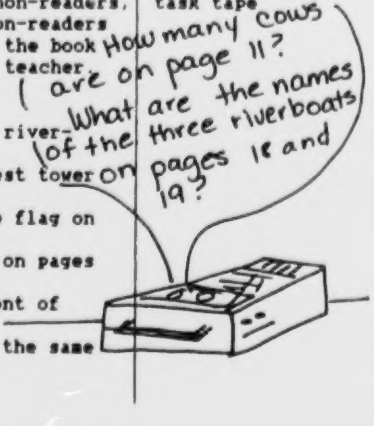
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			E.250$_3$	should visit the room and share some history of the town with the children.		
	5.J. The children will tell why all different kinds of people are needed in a town.	5.J. R.1,2,3,4$_1$ SS.16,18$_2$	5.J. SS.42,50$_1$ SS.42,50$_2$ SS.42,50$_3$	5.J. The teacher will read People by P. Spiers and then lead the children as they brainstorm the benefits of a town consisting of many different kinds of people. These ideas will be recorded on a language experience chart. Different religions and churches in the community may be discussed here.	5.J. Book, People by P. Spiers Chart paper Markers	5.J. ECS
	5.K. The children will list community workers who made lunch possible.	5.K. R.2,3$_1$ SS.24$_2$	5.K. SS.21,C22, 26,C27,28$_2$ SS.21,C22, 26,C27,28$_3$	5.K. The teacher will guide the children as they list all the people they can possibly think of who were involved in making lunch possible. 1. dairy farmers 2. banana pickers 3. truck drivers 4. store owners 5. cookie factory workers etc. 	5.K. Chart paper Markers	5.K. ECS
	5.L. The children will identify parents as community workers.	5.L. R.3$_1$	5.L. H.20,22,C23$_1$ H.20,22,C23$_2$ H.20,22,C23$_3$	5.L. The teacher will invite parents of the classroom children to come and tell about their jobs. After each visit the teacher will lead in the creation of a summary chart.	5.L. Chart paper Markers	5.L. L O ECS
	5.M. The children will name community workers they know.	5.M. R.1,2,3$_1$ R.C*60$_3$	5.M. R.C*60$_1$ R.C*60$_2$	5.M. The teacher will read At Work by R. Scarry. As the teacher reads about each worker, the children will name someone they know who does that work in their community.	5.M. Book, At Work by R. Scarry	5.M. L O
6. Mail Carriers	6.A. The children will learn a fingerplay.	6.A. R.3,62$_1$ R.C*61,C*63$_3$	6.A. R.C*61,C*63$_1$ R.C*61,C*63$_2$	6.A. The teacher will teach the children a fingerplay such as "Mail" found in the book Finger Frolics.	6.A. Finger Frolics, ed. Livonia	6.A. O

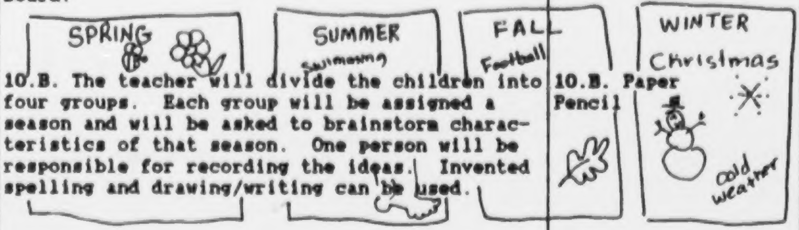
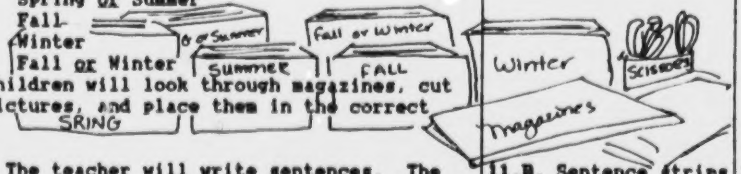
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		6.B. R.3,114$_1$ R.3,114$_2$ R.3,114$_3$	6.B. R.114$_1$ R.114$_2$ R.114$_3$	6.B. The teacher will read What the Mailman Brought by C. Craven.	6.B. Book, What the Mailman Brought by C. Craven	
		6.C. E.1$_1$ E.148$_2$	6.C. E.148,153$_1$ E.153$_2$ E.153,*383$_3$	6.C. The children will draw a "happy" picture to be mailed to a fellow classmate. The children will draw a classmate's name from a bag. The teacher will help the children address the envelope to that child. A file of addresses will be made available in the classroom. The pictures will be sent to one another through the mail. 	6.C. Paper Markers Crayons Envelopes	6.C. PA
7. Mail Games	7.A. The children will write and read numerals and number words.	7.A. M.C*3$_1$ M.C*4,C9$_2$ M.C*5,C10, C*22$_3$	7.A. M.C*22$_1$ M.C*22$_2$ M.C*5,C10$_3$	7.A. The teacher will ask the children to bring unopened junk mail or neatly opened envelopes. The children will use markers and write their names and addresses on some of the envelopes. On paper, each child will draw his/her house, trailer, or apartment and write his/her number on it. Groups of children can use the envelopes and home pictures to match and discuss. The children can also match number name cards to envelopes and houses ("two-zero-three" matches with 203; "seventeen" matches with 17).	7.A. Old envelopes Markers Paper Crayons Number Cards	7.A. O C
	7.B. The children will work with tens and ones for numbers to 99.	7.B. M.C134,137$_1$ M.25$_2$ M.C*26$_3$	7.B. M.137,C140$_1$	7.B. The teacher will help a small group of children work with the envelopes making bundles of ten. The children can count the envelopes singly and by tens. The teacher can ask, "Give me 28 envelopes. How many tens and ones is that?" or "Three bunches and 5 single envelopes. How many is that?" The children can also lay out bundles and single envelopes near number cards with notations such as 3 tens and 8 ones or 53. The teacher can show a number on a 100's chart, have students read the number, tell its place value, and lay out the number of bundles (tens) and single envelopes (ones) to represent the number.	7.B. Old envelopes Number cards Rubber bands 	7.B. O C

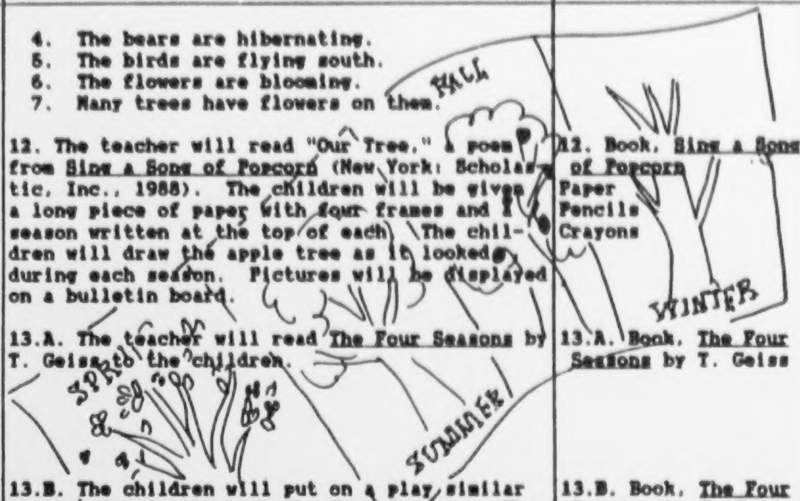
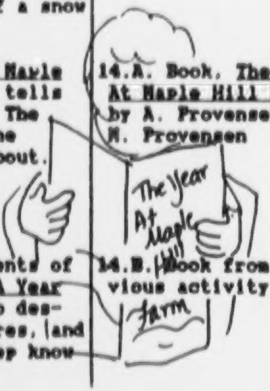
Unit Title Our Town

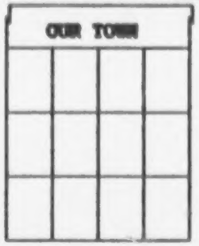
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	7.C. The children will identify and count coins.	7.C. M.C134,137$_1$ M.136,C140$_2$ M.C*145$_3$	7.C. M.137,C140$_1$ M.C*145, C*162$_2$ M.C*162$_3$	7.C. The teacher will provide old trading stamps or help the children cut small rectangles of paper for "stamps." The children will write 1¢, 5¢, 10¢, and 25¢ on their stamps. The children will then work in groups and lay or glue stamps onto envelopes. The children can describe how many stamps they are using, choose the coins to represent the money values of the stamps they used. The children can name their coins and tell their values. For children who are ready, the teacher can ask "How could you pay for the 10¢ stamps? What are several ways?" Some children may also be ready to count the total value shown on their stamps 1-25¢ stamp and 1-10¢ stamp = 35¢).	7.C. Old trading stamps or paper Scissors Glue Markers Play or real money Old envelopes	7.C. O PA
8. "Celebrities"	8.A. The children will participate in interviewing a "celebrity" from their town.	8.A. R.3$_1$	8.A. OC.18,C20, C34$_2$ OC.17,18, C20,C34$_3$	8.A. The teacher will invite a "celebrity" from the local community to visit the room. It may be an artist, a writer, a musician, etc. The visitor will share his or her accomplishments and the children will ask questions.		8.A. L O
	8.B. The children will dictate their perception of the visit.	8.B. E.341$_1$ E.316$_3$		8.B. The teacher will ask the children to recreate the visit by telling what they saw and learned. Comments will be written on an experience chart.	8.B. A variety of materials for chart illustration	8.B. PA L O
	8.C. The children will dictate a thank-you note to the "celebrity" who visited the room.	8.C. E.48$_1$ E.*148,183$_2$ E.*184,*185$_3$	8.C. E.*148,183, 184,185$_1$ E.184,185, *200,201, *380,381$_2$ E.*200,201, *380,381, *383$_3$	8.C. Using a language experience chart, the teacher will guide the children in writing the "celebrity" a thank-you note.	8.C. Chart paper Markers	8.C. ECS

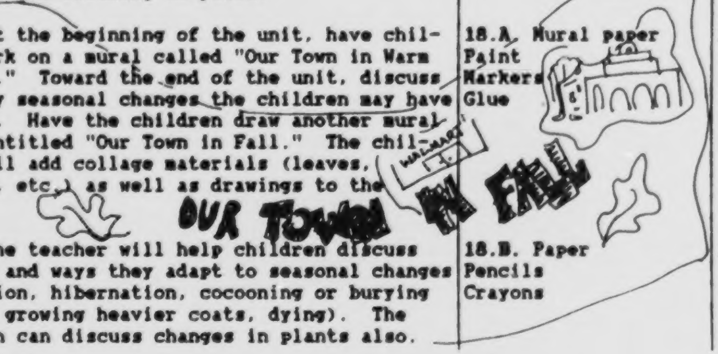


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	8.D. The children will apply information gained through the visit by creating an object or picture and writing about it.	8.D. R.115$_1$	8.D. R.115 E.82,83, *149,352, *357$_1$	8.D. The teacher will provide a variety of materials and will ask the children to create something about which the visitor told them. Children will be asked to write a summary of their creations.	8.D. Variety of materials	8.D. PA WC
		R.115$_2$	R.115 E.82,83, *149,352, *357,366, *367,*368$_2$			
		R.115 E.*357$_3$	R.115 E.82,83, *149,352, 366,367, *368$_3$			
9. Anno's U.S.A.	9. The children will use a book to answer content questions.	9. M31$_1$ R.19,40$_2$ R.C*66$_3$	9. R.C*66$_1$ R.C*66$_2$	9. The teacher will make the book, Anno's U.S.A. by M. Anno, available in a learning center with task cards. A tape with questions can be used to accompany the cards for non-readers, or children can be paired so that non-readers are working with readers. Pages of the book will need to be pre-numbered by the teacher. Tasks might include: "How many cows are on page 11?" "What are the names of the three riverboats on pages 18 and 19?" "How many units tall is the tallest tower on page 21?" "How many people are carrying the flag on page 21?" "What book characters do you see on pages 22 and 23?" "What is crossing the road in front of the policeman on page 35?" "On what other page can you find the same policeman?"  How many cows are on page 11? What are the names of the three riverboats on pages 18 and 19?	9. Book, Anno's U.S.A. by M. Anno Task cards and/or task tape	9. O PA MC RC

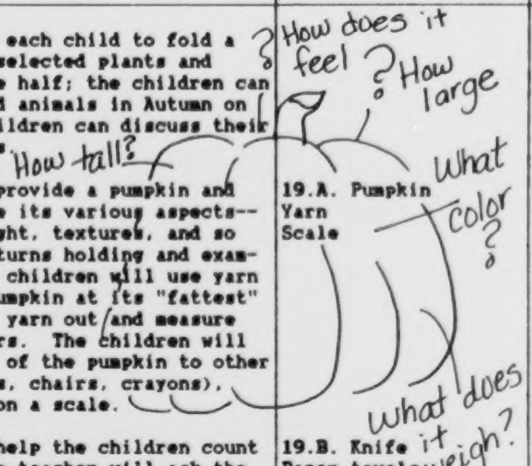
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
10. Four Seasons	10.A. The children will name the four seasons of the year and list characteristics of each season.	10.A. R.1,2,3,4$_1$ R.C*60$_3$	10.A. R.C*60$_1$ R.C*60$_2$	10.A. The teacher will have four pieces of tag board. As the children name a season, the teacher will write the name of it on the tag board.	10.A. 4 pieces of tag board Markers	10.A. PA L
		10.B. R.1,2,3,4,17,18,24$_1$ E.35,36,38,39$_2$	10.B. E.38,39$_1$ E.43,44,45,46$_3$	 SPRING SUMMER swimming FALL Football WINTER Christmas cold weather 10.B. The teacher will divide the children into four groups. Each group will be assigned a season and will be asked to brainstorm characteristics of that season. One person will be responsible for recording the ideas. Invented spelling and drawing/writing can be used.	10.B. Paper Pencil	10.B. PA
		10.C. R.3$_1$ R.C*60$_3$	10.C. R.C*60$_1$ R.C*60$_2$	10.C. The groups will come back together and report their results. The class will be asked to add characteristics that may have been overlooked.		10.C. L
11. Seasonal Sort	11.A. The children will sort pictures according to seasonal details.	11.A. R.2$_1$ R.19,40$_2$		11.A. The teacher will place six boxes on a table: 1. Spring 2. Summer 3. Spring or Summer 4. Fall 5. Winter 6. Fall or Winter The children will look through magazines, cut out pictures, and place them in the correct box.  or Summer Fall or Winter Summer FALL Winter Scissors SRING magazines	11.A. 6 boxes Magazines Scissors	11.A. PA
	11.B. The children will place sentences in the correct box.	11.B. R.2,17,18,24,C*42,C44$_1$ R.C*42,C44$_2$	11.B. R.C*37,C*42,C44$_1$ R.C*37,C*42,C.44$_2$	11.B. The teacher will write sentences. The children will then read each sentence and place it in the correct box (boxes used in 11.A.). Examples of sentences: 1. I have on shorts and am playing outside. 2. I am going on a picnic at the beach. 3. It is snowing.	11.B. Sentence strips	11.B. PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.C*42.C43. C44$_3$	R.C*37.C*42. C44$_3$	4. The bears are hibernating. 5. The birds are flying south. 6. The flowers are blooming. 7. Many trees have flowers on them.		
12. Season Poems	12. The children will listen to poems about the seasons.	12. E.1 R.115$_1$ R.115$_2$ A.C1 R.115$_3$	12. R.115$_1$ R.115$_2$ R.115$_3$	12. The teacher will read "Our Tree," a poem from Sing a Song of Popcorn (New York: Scholastic, Inc., 1988). The children will be given a long piece of paper with four frames and a season written at the top of each. The children will draw the apple tree as it looked during each season. Pictures will be displayed on a bulletin board. 	12. Book, Sing a Song of Popcorn Paper Pencils Crayons	12. PA
13. Seasonal Dramatics	13.A. The children will identify characteristics of each season through dramatization.	13.A. R.3,114$_1$ R.114$_2$ R.114$_3$	13.A. R.114$_1$ R.114$_2$ R.114$_3$	13.A. The teacher will read The Four Seasons by T. Geiss to the children.	13.A. Book, The Four Seasons by T. Geiss	
		13.B. E.340$_1$ E.316$_3$		13.B. The children will put on a play similar to the play in the book The Four Seasons. The children will tell different characteristics of the seasons using props related to that season. (Example: In winter, you can sled on the snow and play on the ice.) Have a picture of a snow scene, mittens, sled, etc.	13.B. Book, The Four Seasons by T. Geiss	13.B. PA L O
14. Maple Hill Farm	14.A. The children will listen to a book and discuss the setting and main idea.	14.A. R.3,4$_1$ R.C*64$_3$	14.A. R.C*64 E.124$_1$ R.C*64 E.124$_2$ E.124$_3$	14.A. The teacher will read The Year At Maple Hill Farm by A. and M. Provensen, which tells about life during 12 months on a farm. The teacher will ask children to describe the setting, and explain what the book is about.  The Year At Maple Hill Farm	14.A. Book, The Year At Maple Hill Farm by A. Provensen and M. Provensen	14.A. O L
	14.B. The children will describe the events that occur during each month described in the story.	14.B. R.3,4$_1$ R.40$_2$ E.316$_3$		14.B. The teacher will display enlargements of of the illustrations from in the book, A Year At Maple Hill Farm, allowing children to describe the events, name each month pictures, and discuss each page. Ask "How do the sheep know when it's winter and when it's summer?"	14.B. Book from previous activity	14.B. O L

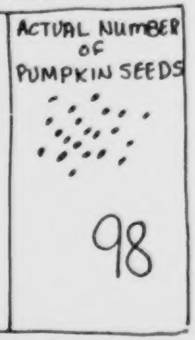
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	14.C. The children will recognize the names of the months and use correct capitalization in writing the names of each month.	14.C. R.115$_1$ R.115$_2$ A.C1 R.115 E.152$_3$	14.C. E.152 R.115$_1$ E.152 R.115$_2$ R.115$_3$	14.C. The teacher will give each child a run-off sheet, 11 x 14, divided into twelve boxes with a space at the top entitled "Our Town," similar to the cover of The Year at Maple Hill Farm.  The children will write the name of a month (beginning with January) in each box and then draw a picture of what seasonal change each month brings in "Our Town."	14.C. Prepared sheet Pencil	14.C. PA P
	14.D. The children will use in-class free time to read further about the seasons.	14.D. R.112,113, 114$_1$ R.112,113, 114$_2$ R.112,113, 114$_3$	14.D. R.112,113, 114$_1$ R.112,113, 114$_2$ R.112,113, 114$_3$	14.D. The teacher will place books about seasons in the Reading Center for the children to enjoy and discuss. Some suggestions are: The Year at Maple Hill Farm - A. and M. Provenson Let's Find Out About Summer Let's Find Out About Winter Let's Find Out About Fall Let's Find Out About Spring - M. and S. Shapp A New True Book of Seasons - I. Podendorf The Four Seasons for Little People - J. M. Parramon SUMMER We swim at the lake FALL go watch football game. WINTER We play in the snow when it snows We have a parade at Christmas We shop for new clothes	14.D. Books about seasons (see list)	14.D. CCF O
15. Changing Seasons	15. The children will tell how their town changes during each season.	15. E.340 R.9$_1$ S.63$_3$		15. The teacher will have chart paper for each season. The children will brainstorm what people in their community do for fun during each season and will explain how things look in their town during each season. This chart can be kept and the children can elaborate on their ideas throughout the year.	15. Chart paper Markers	15. ECS

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
16. Holidays	16. The children will tell how their community celebrates holidays.	16. E.340 SS.13_1		16. The teacher will list holidays the town celebrates together. The teacher will have the children interview their parents as to how these holidays are celebrated within the family and within the community. The answers will be compiled on a language experience chart. (See Childcraft Holidays and Customs #9)	16. Chart paper Markers	16. ECS
17. Dressing For the Weather	17. The children will dress dolls for the weather and count clothing items.	17. M.7,31_1 S.C40 M.172,176 SS.2_3	17. S.C40 M.172,176_1 S.C40 M.172,176_2	17. The teacher will ask children to cut out or draw a child's figure in underwear. The children will then cut out several clothing items. The teacher will ask the children to dress their dolls giving instructions such as "Choose 8 items of clothing besides underwear. Put them on your doll." "Dress your doll with 5 pieces below the waist and 3 pieces above. How many pieces of clothing is your doll wearing?" "Choose a fact card. Show clothing on your doll and work out the problem." (For 10-3, the doll could be dressed in 10 pieces, then 3 removed.) The children could also read a real or model thermometer, then dress their dolls for the weather. Finally, children could draw pictures of "hot" fall weather or "cold" fall weather, dress their dolls accordingly, then draw a thermometer to show a temperature. After the "outfits" have been checked, children can glue the clothing in place.	17. Catalogs or newspaper pages with clothing ads Number cards Number fact cards Paper Glue Model or real thermometer 	17. O PA MC
18. Fall Changes	18.A. The children will discuss and represent seasonal changes in the environment.	18.A. S.$C7_2$ S.63_3	18.A. S.$C7_1$ S.$C27_2$ S.$C27_3$	18.A. At the beginning of the unit, have children work on a mural called "Our Town in Warm Weather." Toward the end of the unit, discuss the many seasonal changes the children may have noticed. Have the children draw another mural panel entitled "Our Town in Fall." The children will add collage materials (leaves, grasses, etc.) as well as drawings to the murals.	18.A. Mural paper Paint Markers Glue 	18.A. O C PA
		18.B. S.$C7_2$	18.B. S.$C20_1$ S.$C20_2$	18.B. The teacher will help children discuss animals and ways they adapt to seasonal changes (migration, hibernation, cocooning or burying selves, growing heavier coats, dying). The children can discuss changes in plants also.	18.B. Paper Pencils Crayons	18.B. PA L

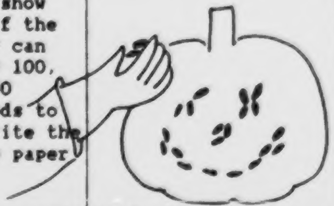
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		S.63 A.C1_3	S.C20_3	The teacher will direct each child to fold a paper in half and draw selected plants and animals in summer on one half; the children can draw the same plants and animals in Autumn on the other half. The children can discuss their drawings in small groups.		
19. Pumpkin Math	19.A. The children will observe a pumpkin and measure various attributes.	19.A. S.C32_1 M.C*144_2	19.A. M.C*144 Measuring weight or mass S.C36_1 S.C36_2 S.C36_3	19.A. The teacher will provide a pumpkin and ask children to describe its various aspects--color, shape, size, weight, textures, and so on. Children can take turns holding and examining the pumpkin. The children will use yarn to measure around the pumpkin at its "fattest" point, then stretch the yarn out and measure its length in centimeters. The children will compare the weight/mass of the pumpkin to other classroom objects (books, chairs, crayons), then weigh the pumpkin on a scale.	19.A. Pumpkin Yarn Scale	19.A. O C
	19.B. The children will predict, then count the pumpkin's seeds.	19.B. M.C*3,C7, C18,31 S.32_1 M.C9,C*21_2 M.C*22_3	19.B. M.C9,C*21_2	19.B. The teacher will help the children count the pumpkin's ribs. The teacher will ask the children to predict the number of seeds in the pumpkin. Each child can write a prediction on a small piece of paper. A group of children can work with the assistant to read the numbers and put them in order. A group of children will work with the teacher to cut open the DS pumpkin, separate the seeds, and place the seeds in piles of ten on paper towels. The entire class can count the seeds by tens and write the total number of seeds. They can examine the pumpkin flesh and compare the appearance of the pumpkin's outside and inside. The children can see whose prediction was closest to the actual number of seeds. The children can write a group story or individual stories about their pumpkin measures. The teacher will dry and save the pumpkin seeds.	19.B. Knife Paper towels Paper to write story(ies)	19.B. O C MC
	19.C. The children will make and interpret a graph.	19.C. M.239_1	19.C. M.C241, C*250 H.24_1	19.C. The teacher will ask each child to place a marker on a clothespin/paper clip graph to show a choice of faces for the pumpkin (happy or scary). The class will discuss the graph answering questions such as "What does the	19.C. 2-column graph form Clothespin or paper clip for each child	19.C. C O



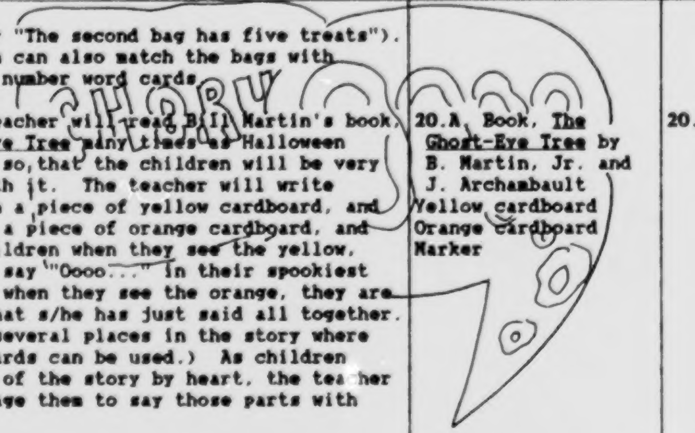
? How does it feel
? How large
How tall?
What color ?
What does it weigh?

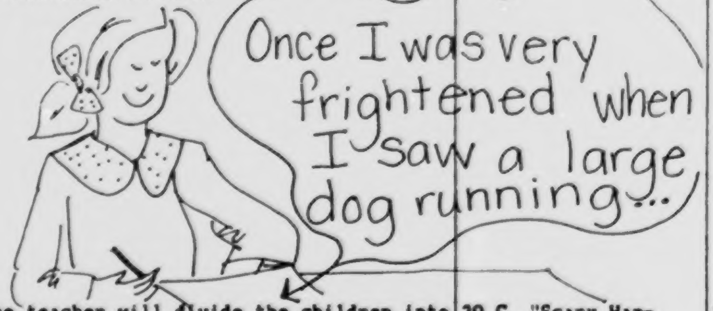


ACTUAL NUMBER OF PUMPKIN SEEDS
98

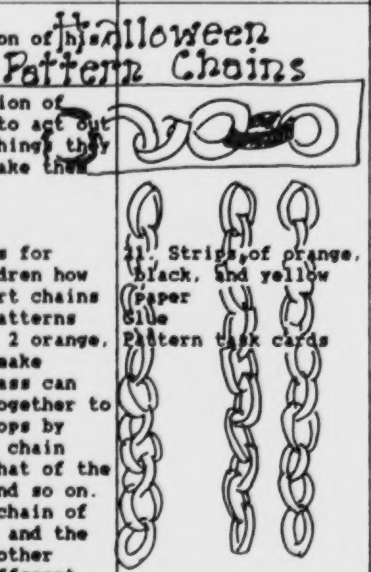
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		M.C244_3	M.C241, C*250 H.24_2 M.C241 H.24_3	graph show?" or "If two more children had picked this category, how many would there be?" The teacher and a group of children will carve the pumpkin according to the graph results.		
	19.D. The children will count objects, arrange objects with numerals and number words, and write numerals.	19.D. M.C*3,C7,C8, C15,C18,31, 32_1 M.C*4,C9,33_2	19.D. M.32_1 M.C*4,C9,33_2	19.D. The teacher will work with children in a small group to count pumpkin seeds. As children are successful, they can also count some of the seeds by 2's, 5's, and 10's. The teacher will present pumpkin cards with numerals and number words 0-20 and children will arrange the appropriate number of pumpkin seeds on the cards. The teacher will ask children to take handfuls or spoonfuls of pumpkin seeds, count the seeds, and write the numeral for the set of seeds. For numbers over 9, the children should show groups of tens and ones as they work. If the number of seeds is over 100, the teacher can present the idea that 10 groups of ten = 100, and the children can examine a set of 100 seeds. Each child can select enough seeds to make a pumpkin face, count the seeds, write the numeral, then glue the face to an orange paper cutout.	19.D. Dried pumpkin seeds Pumpkin cards with numerals and number words Orange construction paper Glue Scissors 	19.D. C O MC
	19.E. The children will estimate and compare numbers.	19.E. M.16_1	19.E. Estimating numbers of objects	19.E. The teacher will display 10 pumpkin seeds in a small jar. He/she will then show a similar jar with 6 seeds, and ask the children to write an estimate (quick guess) of how many seeds there are. A child can then count the 6 seeds and announce the number. Next, the teacher can show a similar jar with a larger number of seeds (18 for example) and ask the children to again estimate the number of seeds. The activity can be repeated on subsequent days with other objects such as Halloween candies, kernels of corn, soybeans, or small rocks.	19.E. 2 or 3 small jars Pumpkin seeds 	19.E. O C
	19.F. The children will compare numbers and use ordinal numbers.	19.F. M.C16,C17, 31_1	19.F. M.C*22_1	19.F. The teacher will prepare zip-lock treat bags with 0-10 treats in each. Groups of children can arrange the bags in order, make statements about 2 bags ("This bag has more than	19.F. Zip-lock bags Treats Number word cards	19.F. O

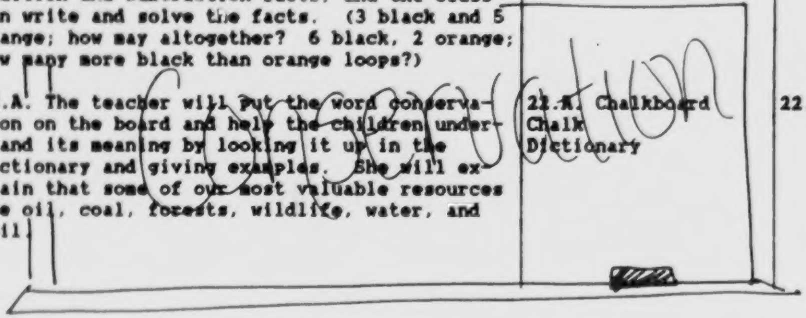
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		M.C19,37,39_2 M.C*22_3	M.C19,39_2	that bag" or "The second bag has five treats"). The children can also match the bags with numeral and number word cards.		
20. The Ghost-Eye Tree	20.A. The children will participate in a choral interpretation of a book.	20.A. R.5,6,C44, 114_1 R.19,C44, 114_2 R.C43,C44, 114_3	20.A. R.C44,C*61, 114_1 R.C44,114_2 R.C44,114_3	20.A. The teacher will read Bill Martin's book, The Ghost-Eye Tree many times as Halloween approaches, so that the children will be very familiar with it. The teacher will write "Oooo..." on a piece of yellow cardboard, and "Chorus" on a piece of orange cardboard, and tell the children when they see the yellow, they are to say "Oooo..." in their spookiest voices, and when they see the orange, they are to repeat what s/he has just said all together. (There are several places in the story where these two cards can be used.) As children learn parts of the story by heart, the teacher will encourage them to say those parts with him/her.	20.A. Book, The Ghost-Eye Tree by B. Martin, Jr. and J. Archambault Yellow cardboard Orange cardboard Marker	20.A. L
	20.B. The children will write and draw about a scary happening.	20.B. R.4,8,9,10 E.23,24,25, C33,C34, 341_1 E.35,36,38, 39,*149_2 A.C1 E.*184,*185, 344,C346, C347,*357_3	20.B. E.38,39,83, *149,*184, *185,344, C346,C347, 352,*357_1 E.61,62,83, *184,*185, 344,C346, C347,349, 352,*357, 394_2 E.42,43,44, 45,46,83, *187,349, 352,394_3	20.B. The teacher will ask the children to think of a time when they were very frightened, and to write about it and draw a picture of it. (Some children may need to dictate, in order to include sufficient detail.)	20.B. Paper Crayons Pencils	20.B. O L P WC
	20.C. The children will dramatize the stories they have written.	20.C. E.340_1 E.316_3		20.C. The teacher will divide the children into small groups and let them read and then act out their stories. (They may need to use others in the group to assist.) Each child will act as	20.C. "Scary Happening" stories	20.C. O V

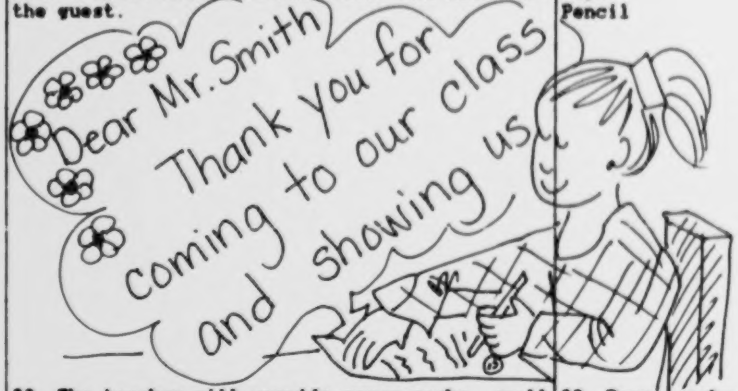


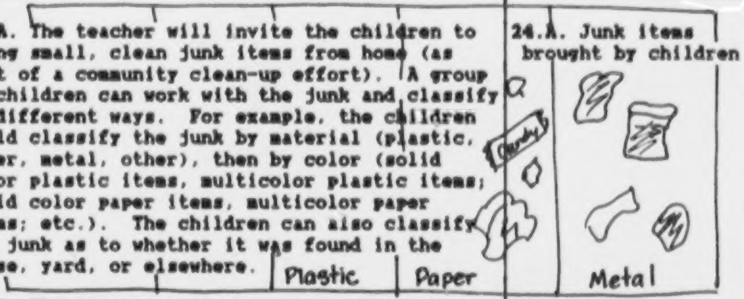
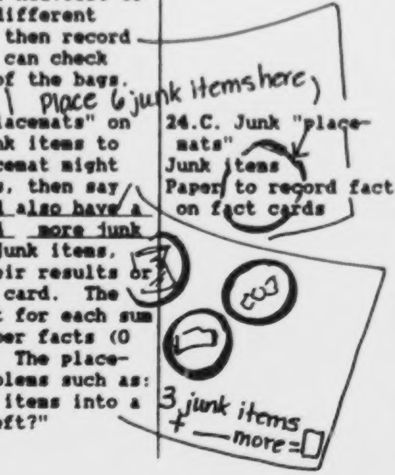

Once I was very frightened when I saw a large dog running...

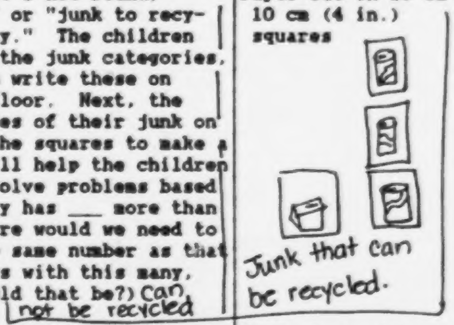
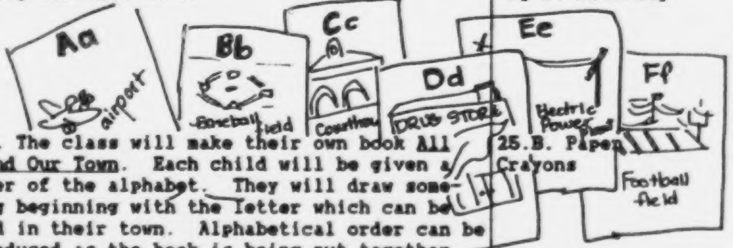
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				director in producing an interpretation of his her own story.		
	20.D. The children will analyze the dramatic elements in a story.	20.D. R.3,4$_1$ R.C*70$_3$	20.D. R.C*70$_1$ R.C*70,C*71$_2$ R.C*71$_3$	20.D. The teacher will lead a discussion of what makes a story easy or difficult to act out and will have the children think of things they might add to their scary stories to make them easier to dramatize.		20.D. L
21. Halloween Chains	21. The children will make patterned Halloween chains to represent ones, tens, hundreds; the children will practice working with basic facts.	21. M.C8,C18,31, C35 R.29$_1$ M.C9,33,61, C66$_2$ M.1,172$_3$	21. M.C18,C24, 32,172$_1$ M.32,33,C66, 172 A.C21$_2$ A.C21$_3$	21. The teacher will provide materials for making paper chains and show the children how to make chains. The children can start chains using patterns task cards that show patterns such as 2 orange, 2 black or 1 black, 2 orange, 1 yellow. One group of children can make chains of ten loops each, then the class can count the chains as they are joined together to make 100. The class can count the loops by tens. The class can see how long the chain of 100 is and compare its length to that of the classroom, the chalkboard, a child, and so on. Another group of children can make a chain of 1 orange, 1 black, 1 orange, 1 black, and the class can count the loops by 2's. Another group can make chains to represent different addition and subtraction facts, and the class can write and solve the facts. (3 black and 5 orange; how may altogether? 6 black, 2 orange; how many more black than orange loops?)	21. Strips of orange, black, and yellow paper Glue Pattern task cards	21. O C MC
22. Natural Resources	22.A. The children will listen as the teacher explains natural resources and will contribute to a discussion of resources in their area.	22.A. R.3,4$_1$ R.C*60$_3$	22.A. R.C*60$_1$ R.C*39,C*60, C*90$_2$ R.C*39,C*90$_3$	22.A. The teacher will put the word conservation on the board and help the children understand its meaning by looking it up in the dictionary and giving examples. She will explain that some of our most valuable resources are oil, coal, forests, wildlife, water, and soil.	22.A. Chalkboard Chalk Dictionary	22.A. O L

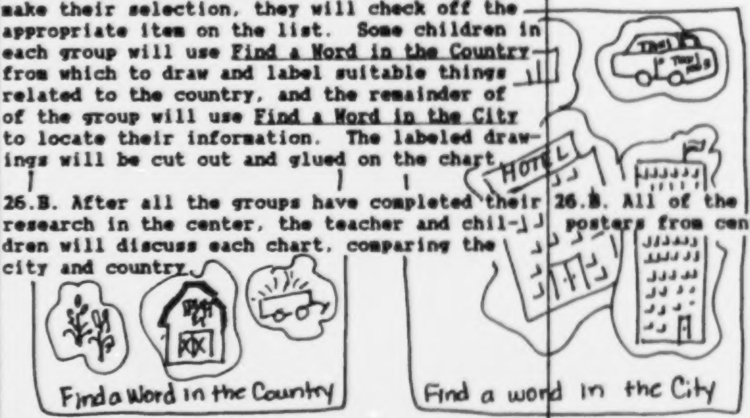
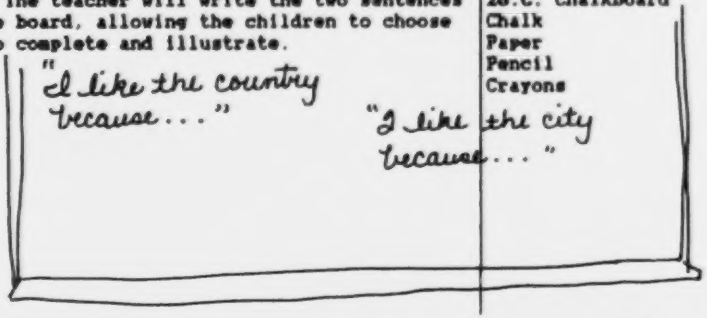


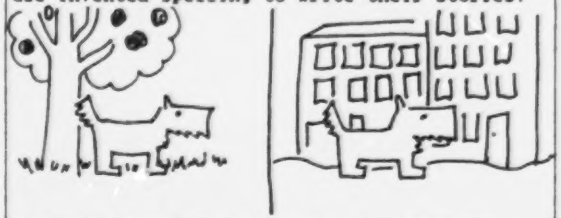


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	22.B. The children will brainstorm questions concerning conservation and natural resources in their locale.	22.B. R.3,4$_{1}$ E.*149,183$_{2}$ E.*185,C347$_{3}$	22.B. E.*149,183, *185,C347$_{1}$ E.*185,C347$_{2}$	22.B. The teacher and children will brainstorm questions and ideas about conservation prior to a visit from a conservationist. The children will write questions on index cards and practice reading them before the visitor arrives. Jody-What can I do to help conservation?	22.B. Index cards Markers	22.B. O L
	22.C. The children will respond to the presentation of a conservationist with discussion and questions.	22.C. R.3,4$_{1}$	22.C. H.22,C23$_{1}$ H.22,C23$_{2}$ H.22,C23$_{3}$	22.C. The teacher will invite a conservationist to discuss the natural resources found in the local area. If possible, bring some samples and explain the importance of treating our natural resources wisely and using them carefully. Mary-What makes land erode?	22.C. Guest speaker	22.C. O L SSC
	22.D. The children will compose a thank-you note to the guest and write and illustrate their own sentence.	22.D. R.3,4 E.C33,C34$_{1}$ E.*148,*149$_{2}$ E.*184,344, C346$_{3}$	22.D. E.1,37,38, 39,82,*148, *149,*153, *184,344, C346,352$_{1}$ E.82,*153, *184,*200, *201,344, C346,352, *380,381, 382$_{2}$ E.42,43,45, 46,47,82, *166,*200, *201,352, *380,381, 382$_{3}$	22.D. The teacher will write as the children dictate thank-you notes. The children will also compose and illustrate their own notes to the guest.  Dear Mr. Smith Thank you for coming to our class and showing us	22.D. Chart Marker Paper Pencil	22.D. PA WC SSC
23. Conservation Puppets	23. The children will make puppets to dramatize conservation messages.	23. E.1,3,4 R.3,4,8$_{1}$ A.C5$_{3}$	23. A.6$_{2}$	23. The teacher will provide paper sacks, small boxes, and other materials so that children can create puppets to dramatize their messages about conservation.	23. Paper sacks Variety of material for constructing puppets	23. O L PA

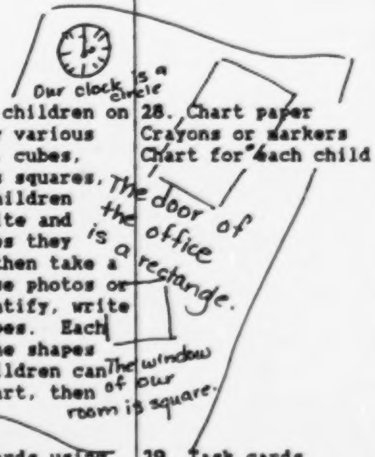
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
24. Junky Adventures	24.A. The children will classify junk material by 2 properties.	24.A. M.29 S.C32$_1$ S.C39$_2$		24.A. The teacher will invite the children to bring small, clean junk items from home (as part of a community clean-up effort). A group of children can work with the junk and classify it different ways. For example, the children could classify the junk by material (plastic, paper, metal, other), then by color (solid color plastic items, multicolor plastic items; solid color paper items, multicolor paper items; etc.). The children can also classify the junk as to whether it was found in the house, yard, or elsewhere.	24.A. Junk items brought by children  Plastic Paper Metal	24.A. O
	24.B. The children will classify and weigh junk materials.	24.B. M.8 S.C38$_1$	24.B. Using a scale to weigh M.C*154 S.C56$_3$	24.B. The teacher will ask each child to bring two junk items found in two different home locations. The children can show their junk and sort it into garbage bags labeled kitchen, living/family room, bathroom, bedroom, garage, "other." They can then take turns feeling the bags and predicting which bags are heaviest to lightest. The teacher will help different children hold and weigh each bag, then record the weight of each. The children can check their predictions of the weights of the bags.	24.B. Garbage bags Junk items Scales (preferably fishing scales)	24.B. O
	24.C. The children will use junk items as they work with number facts.	24.C. M.C18,C56, 62,C*63, C64$_1$ M.C*57$_2$ M.1,C*70, C*75$_3$	24.C. M.C18,C56, C*57,C*65$_1$ M.C*70$_2$ M.C71,C*75$_3$	24.C. The teacher will prepare "placemats" on which children can place small junk items to work on number "families." A placemat might have a space to place 3 junk items, then say " 3 + more junk = 4." It could also have a space for 4 junk items and say " 4 more junk = 4." Children will arrange the junk items, solve the problems, and record their results or select an appropriate number fact card. The teacher will discuss the fact that for each sum (such as 4) there are various number facts (0 + 4, 1 + 3, 2 + 2, 3 + 1, 4 + 0). The placemats can also have spaces for problems such as: "Place 6 junk items here. Pull 2 items into a small pile. How many items are left?"	24.C. Junk "placemats" Junk items Paper to record facts on fact cards  Place 6 junk items here 3 junk items + — more = ☐	24.C. O C

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	24.D. The children will make and interpret a pictograph and real graph of junk materials.	24.D. M.239,C*217$_1$	24.D. M.C*217, C241,C*250$_1$ M.C241, C*250$_2$ M.C241,C244, C*250$_3$	24.D. The teacher will have each child select/bring a small piece of junk. The children can discuss categories into which the junk might be sorted, then arrange the junk in categories on a floor mat "real" graph. Categories might be "round junk" and ("junk that's not round," "plastic" and "not plastic" or "junk to recycle" and "junk to throw away." The children should decide on names for the junk categories, a title for the graph, then write these on paper and lay them on the floor. Next, the children should draw pictures of their junk on paper squares and arrange the squares to make a pictograph. The teacher will help the children tell about each graph and solve problems based on its data. (This category has ___ more than this category. How many more would we need to make this category have the same number as that one? If we had 2 categories with this many, how many pieces of junk would that be?)	24.D. Shelf paper marked off in rectangles to make floor graph Paper for titles Paper cut in 10 cm x 10 cm (4 in.) squares  Junk that can be recycled. Can not be recycled	24.D. O C
25. All Around the Town	25.A. The children will list things in their town that begin with each letter of the alphabet.	25.A. R.3,10,114 E.48$_1$ R.14,114 E.147$_2$ R.114$_3$	25.A. R.114$_1$ R.114$_2$ R.114$_3$	25.A. The teacher will read All Around the Town by Phyllis McGirlay, 1948, Library of Congress Catalog Card #48-7865.  Aa airport Bb Baseball field Cc Courthouse Dd DRUG STORE Ee Electric Power Plant Ff Football field	25.A. Book, All Around the Town by P. McGirlay	25.A. O
		25.B. R.18$_1$ E.147$_2$	25.B. E.C64$_1$ E.C64$_2$ E.C64$_3$	25.B. The class will make their own book All Around Our Town. Each child will be given a letter of the alphabet. They will draw something beginning with the letter which can be found in their town. Alphabetical order can be introduced as the book is being put together.	25.B. Paper Crayons	25.B. PA
26. Find-A-Word	26.A. The children will use a book to list things found in the city and in the country.	26.A. R.1,2,C44, 114 E.32,290$_1$	26.A. R.C44,85,114 E.37,38,77, 82,250, *255$_1$	26.A. The teacher will prepare charts to be placed in a center. Each will be labeled "Things that _____ in the country" on one side and "Things that _____ in the city" on the other. Each group will choose one of the topics identified from a poster with lists: 1. List things that move.	26.A. Books: Find-A-Word in the City and Find-A-Word in the Country by Xavier Armange Prepared poster Prepared charts	26.A. PA

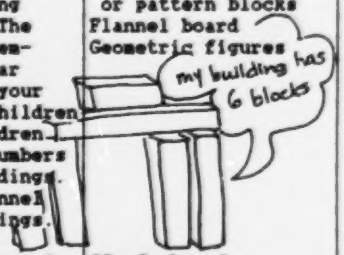
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.C44,114 E.9,35,36, 37,38,39_2	R.C44,85,114 E.77,82,250, *255,262, *271_2	2. List things that are small. 3. List things that are tall. 4. List things that are noisy. 5. List things you have to feed.	Pencils or markers	
		R.C44,114 E.*255_3	R.C44,85,114 E.43,44,45, 46,47,77, 82,250,262, *264,*271_3	6. List things that float. 7. List things that grow. The children will choose a verb phrase and rewrite it in the blank on their chart. As they make their selection, they will check off the appropriate item on the list. Some children in each group will use Find a Word in the Country from which to draw and label suitable things related to the country, and the remainder of of the group will use Find a Word in the City to locate their information. The labeled drawings will be cut out and glued on the chart.		
	26.B. The children will discuss and compare their findings about the country and city.	26.B. R.3,4 E.340_1	26.B. E.279_1 OC.1,18,C20, C34 E.279_2	26.B. After all the groups have completed their research in the center, the teacher and children will discuss each chart, comparing the city and country.  TAXI TAXI HOTEL Find a Word in the Country Find a word in the City	26.B. All of the posters from center	26.B. O L
		E.279 OC.37_3	OC.1,18,C20, $C34_3$			
	26.C. The children will complete the sentence "I like the country because ..." or "I like the city because..."	26.C. E.1,31,32 R.4,10_1	26.C. E.37,38,39, *67,82, *149,*150, *184,344, C346,352_1	26.C. The teacher will write the two sentences on the board, allowing the children to choose one to complete and illustrate.  "I like the country because..." "I like the city because..."	26.C. Chalkboard Chalk Paper Pencil Crayons	26.C. PA P WC
		E.35,36,37, 38,39,*149, *150_2	E.62,82, *184,344, C346,352_2			
		E.*67,*184, 344,$C346_3$	E.40,43,44, 45,46,47, 82,352_3			

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
27. Toby in the Country, Toby in the City	27.A. The children will listen to a story and discuss the different environments described.	27.A. R.3,4 E.340$_1$ R.C*81$_3$	27.A. R.C*81 E.124$_1$ R.C*81 E.124$_2$ E.124$_3$	27.A. The teacher will read Toby in the Country, Toby in the City by M. Bozzo and guide the children in a discussion of the story. The story is about a boy named Toby who lives in the country and a girl named Toby who lives in the city. Each page has one or two sentences about something in each of the two Tobys' lives. Example: My house looks like this. After school, I like to play with my friends. When it's spring in the country/city, I see lots of flowers. Most of the sentences are the same on each of the two pages; the illustrations depict the differences in country life and city life.	27.A. Book, Toby in the Country, Toby in the City by M. Bozzo	27.A. O L
	27.B. The children will write a story from a dog's viewpoint about living in the country or city.	27.B. E.*149$_2$ R.C*81 E.*184,344, C346$_3$	27.B. R.C*81,83, 124 E.182,*149, *184,344, C346,352$_1$ R.C*81 E.82,83,124, *184,344, C346,352, 394$_2$ E.82,83,124, 352,394$_3$	27.B. The teacher will point out the pictures with each Toby's dog in them and ask how a dog's life in the country would differ from a dog's life in the city. The teacher will have the children imagine from a dog's viewpoint life in the country or city. The children will use invented spelling to write their stories. 	27.B. Book from previous activity Paper Pencil	27.B. PA P WC PF
	27.C. The children will copy sentences from the board, illustrate them, and staple into a booklet.	27.C. E.30 R.113,114, 115$_1$ E.9,35,36, 37,38,39 R.113,114, 115$_2$	27.C. E.37,38,39 R.113,114, 115$_1$ R.113,114, 115$_2$	27.C. The teacher will write 10 of the sentences from Toby in the Country, Toby in the City and put them in the reading center along with the students' booklets so they can read them during in-class reading time in pairs or in small groups.	27.C. Book from previous activity Chalkboard/chalk Paper Pencils Crayons	27.C. PA P CCF PF

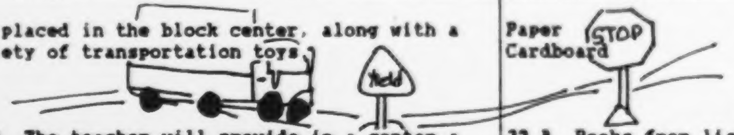
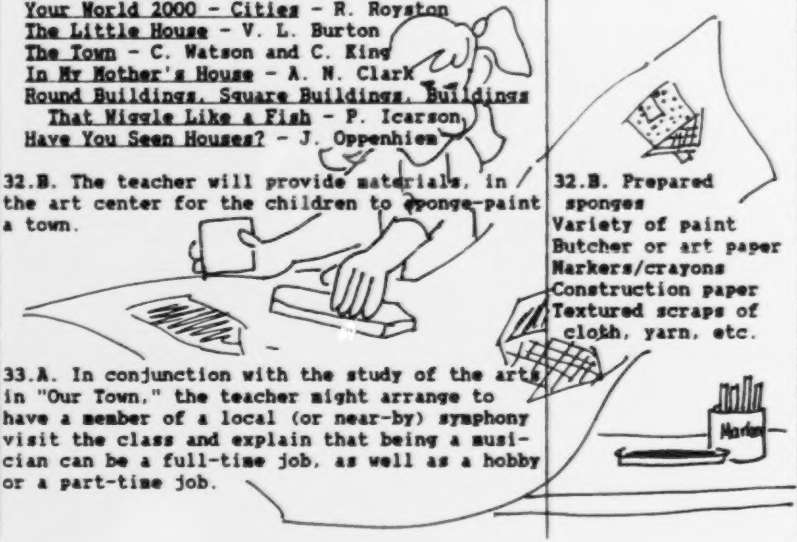
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.113,114, 115$_3$	E.40,43,44, 45,46,47 R.113,114 115$_3$			
28. Shapes in Our Community	28. The children will identify and compare geometric shapes.	28. M.C*217$_1$ M.220,221$_3$	28. M.C*217$_1$ M.220,221$_2$	28. The teacher will lead groups of children on a walk around the school to identify various geometric shapes (cylinders, prisms, cubes, spheres, cones, pyramids, as well as squares, circles, triangles, rectangles). Children should describe the shapes, then write and illustrate a chart showing the shapes they found at school. The class should then take a trip to other community sites (or use photos or pictures from the newspaper) to identify, write about, and draw other geometric shapes. Each child can also fill in a chart of the shapes they found and their locations. Children can take home and complete a similar chart, then share their results in class.	28. Chart paper Crayons or markers Chart for each child	28. O C PA
29. Block Buildings	29. The children will create buildings based on task card instructions.	29. M.C8,37, C*217$_1$ R.C*61 M.220,221$_3$	29. R.C*61 M.C*217$_1$ R.C*61 M.220,221$_2$	29. The teacher will prepare task cards using numerals, colors, and shapes of small blocks. Children will work with the cards creating buildings based on the "instructions." The teacher can ask the children to check themselves ("Show me how you used 9 triangular blocks and 5 square ones here." "Count your red blocks for me.) and encourage the children to compare their building designs. Children can also build freely, then record the numbers of blocks they used to make various buildings. This activity can also be done using flannel board pieces to create pictures of buildings.	29. Task cards Small building blocks or pattern blocks Flannel board Geometric figures	29. C O
30. Geoboard Houses	30. The children will form and discuss geometric figures shown on geoboard.	30. M.C*217 R.29,115$_1$ R.115$_2$	30. M.C*217 R.115$_1$ R.115 M.220,221$_2$	30. The teacher will suggest that children picture windows, houses, doors, buildings, and other figures on geoboards. The teacher will invite children to describe and name their figures and parts of the figures (a large rectangular "window" may have 6 square "panes"). The teacher will ask the children to work in pairs.	30. Geoboards Geobands (rubber bands) Dot paper	30. O C PA



Our clock is a circle
The door of the office is a rectangle.
The window of our room is square.



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.115 M.220,221$_3$	R.115$_3$	One can form a figure, the other can copy and discuss it. The children might also translate their designs, copying them onto dot paper.		
31. Mr. Pine's Mixed-Up Signs	31.A. The children will listen to a story and identify words that have long vowel sounds.	31.A. R.C44 E.48$_1$ R.C44$_2$ R.C44,50,51 E.54$_3$	31.A. R.31,C44,50,51 E.54$_1$ R.31,C44,50,51 E.54$_2$ R.31,C44$_3$	31.A. The teacher will read Mr. Pine's Mixed-Up Signs by L. Kessler, a story about the problems some misplaced signs caused in Little Town. The teacher will talk about the vowel sound in Mr. Pine's Mixed-Up Signs and write words with long vowel sounds as the children dictate words recalled from the story and from their own knowledge. CVCC Double Vowel Odd Ball	31.A. Book, Mr. Pine's Mixed-Up Signs by L. Kessler Chart Marker	31.A. O L
	31.B. The children will sort a list of words according to their vowel patterns.	31.B. R.C44 E.48$_1$ R.C44$_2$ R.C44,50,51 E.54$_3$	31.B. R.31,C44,50,51 E.54$_1$ R.31,C44,50,51 E.54$_2$ R.31,C44$_3$	31.B. The teacher will prepare a poster divided into 3 parts with labels as follows: CVCC Pattern, Double Vowel Pattern, and "Odd Ball" Pattern in a Language Arts Center. The teacher will discuss each pattern and explain that "Odd Ball" will include any word which does not fit the other two categories, but has a long vowel sound. (Example: Sign.) The teacher will write the words from the previous activity on cards and the children will read them and place then under the appropriate heading.	31.B. Prepared poster Prepared cards sign	31.B. PA CL
	31.C. The children will list community signs found in a book or remembered through experience.	31.C. R.C44$_1$ R.C44$_2$ R.C44$_3$	31.C. R.C44$_1$ R.C44$_2$ R.C44$_3$	31.C. The teacher will refer to pages in the book and have the children read the signs. The teacher will list signs recognized on a "Sign Chart." The children might also add some others which they think they might see in a town or city. Sign Chart Stop sign	31.C. Book from previous activity Chart Markers	31.C. O L
	31.D. The children will make signs to use in a block or box city.	31.D. R.C44$_1$ E.9,35,36,37,38 R.C44$_2$	31.D. E.37,38,82 R.C44$_1$ R.C44$_2$	31.D. The teacher will provide many sizes and shapes of paper and cardboard for children to make signs to use in a block or box city as described in the projects section. The words may be copied from the chart made previously. The signs can be attached to popsicle sticks, straws, coffee stirrers, etc., stuck in clay,	31.D. Variety of materials for sign making (markers, popsicle sticks, straws, drink stirrers, glue/tape, clay)	31.D. PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.C44$_3$	E.40,43,45, 46,47,82 R.C44$_3$	and placed in the block center, along with a variety of transportation toys.  	Paper Cardboard	
32. Community Structures	32.A. The children will use the story book and other books as references about buildings and structures found in cities, towns and countrysides.	32.A. R.112.114$_1$ R.112.114$_2$ R.112.114$_3$	32.A. R.112.114$_1$ R.112.114$_2$ R.112.114$_3$	32.A. The teacher will provide in a center a variety of books on structures and communities so that children can examine and enjoy them. Some suggestions are: Mr. Pine's Mixed-Up Signs The House from Morning to Night - D. Bour I Can Be an Architect - S. Clinton Pete's House - S. L. Sobol The Young Scientist Investigates Structure - T. Jennings Your World 2000 - Cities - R. Royston The Little House - V. L. Burton The Town - C. Watson and C. King In My Mother's House - A. N. Clark Round Buildings, Square Buildings, Buildings That Wiggle Like a Fish - P. Icarson Have You Seen Houses? - J. Oppenhiem	32.A. Books from list	32.A. O L
	32.B. The children will use their knowledge of structure to sponge-paint a town.	32.B. R.115$_1$ R.115$_2$ R.115$_3$	32.B. R.115$_1$ R.115$_2$ R.115$_3$	32.B. The teacher will provide materials, in the art center for the children to sponge-paint a town.  	32.B. Prepared sponges Variety of paint Butcher or art paper Markers/crayons Construction paper Textured scraps of cloth, yarn, etc.	32.B. O PA
33. Dressing for Performance	33.A. The children will listen as a visitor talks about being a musician.	33.A. SS.13.50$_1$	33.A. H.20,21,22$_1$ H.20,21,22$_2$ H.20,21,22,50$_3$	33.A. In conjunction with the study of the arts in "Our Town," the teacher might arrange to have a member of a local (or near-by) symphony visit the class and explain that being a musician can be a full-time job, as well as a hobby or a part-time job.		33.A. O

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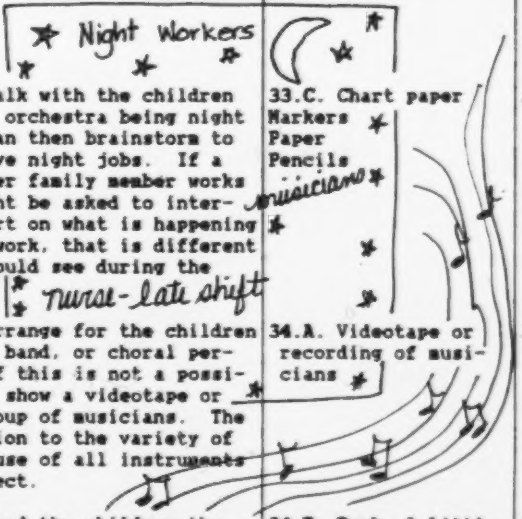
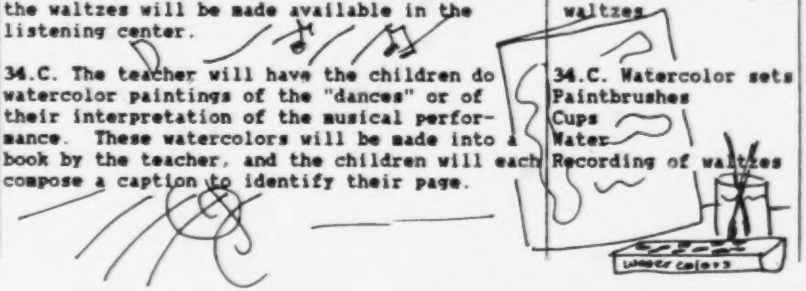
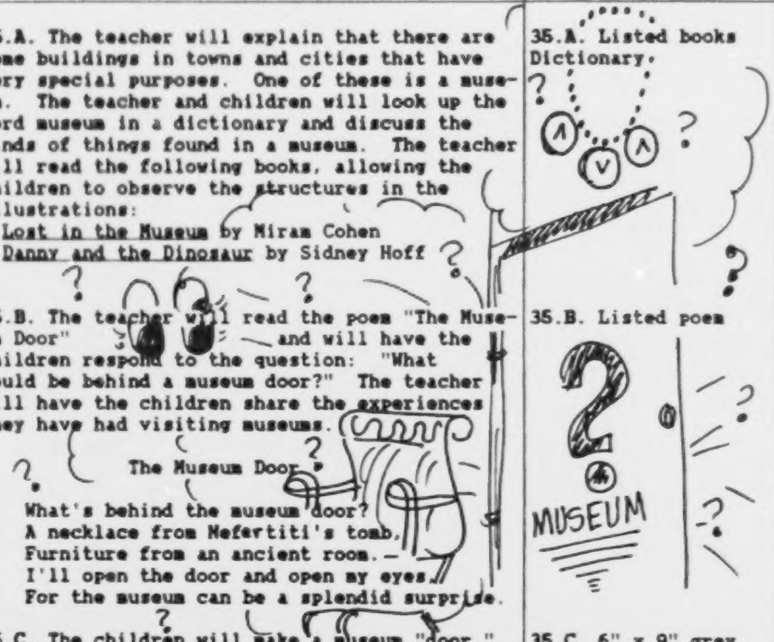
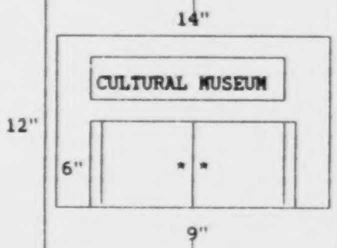
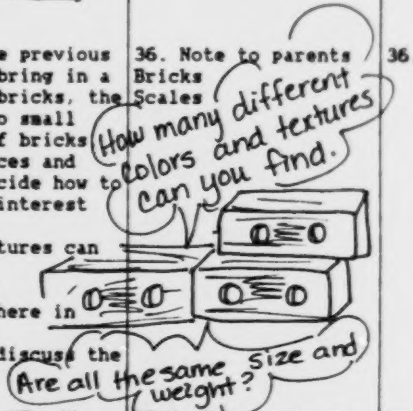
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	33.B. The children will listen as the teacher reads a book.	33.B. R.114$_1$ R.114$_2$ R.114$_3$	33.B. R.114$_1$ R.114$_2$ R.114$_3$	33.B. The teacher will want to read the book, The Philharmonic Gets Dressed by K. Kuskin, as a follow-up to having this visitor in the classroom.	33.B. Book, The Philharmonic Gets Dressed by K. Kuskin	33.B. O
	33.C. The children will name people who work at night and find out what is happening during the night in "Our Town."	33.C. R.4,10$_1$ R.C*60$_3$	33.C. R.C*60$_1$ R.C*60$_2$	33.C. The teacher will talk with the children about the members of the orchestra being night workers. The children can then brainstorm to name other people who have night jobs. If a parent, guardian, or other family member works at night, that child might be asked to interview the person and report on what is happening when the person goes to work, that is different or the same as what we would see during the day.	33.C. Chart paper Markers Paper Pencils	33.C. L
34. Making Music	34.A. The children will attend a musical performance.	34.A.	34.A. H.20.21.22$_1$ H.20,21,22$_2$ H.20,21,22$_3$	34.A. The teacher will arrange for the children to attend an orchestral, band, or choral performance if possible. If this is not a possibility, the teacher will show a videotape or play a recording of a group of musicians. The teacher will call attention to the variety of instruments, and to the use of all instruments to create a harmonic effect.	34.A. Videotape or recording of musicians	34.A. O
	34.B. The children will listen to a story about a great musician.	34.B. R.114$_1$ R.114$_2$ R.114$_3$	34.B. R.114$_1$ R.114$_2$ R.114$_3$	34.B. The teacher will read the children the book A Little Schubert by M. B. Goffstein. A pianist will be asked to play Schubert's "Noble Waltzes" for the children, or a recording of the waltzes will be made available in the listening center.	34.B. Book, A Little Schubert by M. B. Goffstein Piano or recording of waltzes	34.B. O
	34.C. The children will paint and write about their musical experiences.	34.C. E.2$_1$ MU.C1 A.C1$_3$	34.C. E.352$_1$ A.2,40 E.352$_2$ A.2,40 E.352$_3$	34.C. The teacher will have the children do watercolor paintings of the "dances" or of their interpretation of the musical performance. These watercolors will be made into a book by the teacher, and the children will each compose a caption to identify their page.	34.C. Watercolor sets Paintbrushes Cups Water Recording of waltzes	34.C. O PA





Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
35. Museums	35.A. The children will listen to books about museums and will describe the museums in each story.	35.A. R.C44,112, 114,115_1 R.C44,112, 114,115_2 R.C44,112, 114,115_3	35.A. R.C44,85, 112,114, 115_1 R.C44,85, C*90,112, 114,115_2 R.C44,85, C*90,112, 114,115_3	35.A. The teacher will explain that there are some buildings in towns and cities that have very special purposes. One of these is a museum. The teacher and children will look up the word museum in a dictionary and discuss the kinds of things found in a museum. The teacher will read the following books, allowing the children to observe the structures in the illustrations: Lost in the Museum by Miram Cohen Danny and the Dinosaur by Sidney Hoff	35.A. Listed books Dictionary	35.A. O L
	35.B. The children will listen to a poem and respond to questions about museums.	35.B. E.49 R.10_1 R.C*70_3	35.B. R.C*70_1 R.C*70_2	35.B. The teacher will read the poem "The Museum Door" and will have the children respond to the question: "What could be behind a museum door?" The teacher will have the children share the experiences they have had visiting museums.  The Museum Door What's behind the museum door? A necklace from Nefertiti's tomb, Furniture from an ancient room. I'll open the door and open my eyes. For the museum can be a splendid surprise.	35.B. Listed poem	35.B. O
	35.C. The children will create a museum door and illustrate what is behind the door. 	35.C. E.1,3,4,30 R.10,115_1 E.9,35,36,38 R.115_2 R.115_3	35.C. E.39 R.115_1 R.115_2 E.42,43,45, 46,47 R.115_3	35.C. The children will make a museum "door." The teacher will provide a gray card (app. 6" x 9") and a white card of the same size. The children will cut the gray card in half and will attach it to the white card by gluing along the ends, folding it about an inch from the edge. The children will illustrate the white card, showing what they would put in a museum in the space behind the door. This entire construction will be glued onto a larger piece of gray construction paper representing the museum. Details and museum name should be added to the outside above the door. Everyone will share their museums with the class.	35.C. 6" x 9" grey paper 6" x 9" white paper Paste Scissors Crayons Marker	35.C. PA PF

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
						
36. Brick Sort	36. The children will sort a collection of bricks.	36. R.2,3,4 E.340 S.C32 M.29$_1$ S.C39$_2$ E.279$_3$	36. E.279$_1$ E.279$_2$	36. The teacher will send a note home previous to this activity asking children to bring in a brick. After acquiring a number of bricks, the teacher will divide the children into small groups, giving each group a number of bricks. The groups will discuss the differences and likenesses in the bricks and will decide how to sort them. Some questions to spark interest are: How many different colors and textures can you find? Are all the same size and weight? What holes, gaps and shapes are there in the bricks? The total class will be gathered to discuss the findings.	36. Note to parents Bricks Scales  How many different colors and textures can you find. Are all the same size and weight?	36. O L
37. Pillow Antonyms	37.A. The children will listen to a poem and discuss words which have opposite meanings.	37.A. R.3,4,114$_1$ R.32,114$_2$ R.C*33,114$_3$	37.A. E.66 R.C*33,114$_1$ E.66,328 R.C*33,114$_2$ E.66,328 R.114$_3$	37.A. The teacher will read the poem "The Man Who Lived in Backward Town" by M. A. Hoberman. A poster will be prepared with a room and a bed similar to the picture in the book. Pillow cut-outs will be prepared and cut apart. Antonyms will be written on each half. out in	37.A. Poem: "The Man Who Lived in Backward Town" by M. A. Hoberman (Sing A Song of Popcorn - B. Schenk de Regniers) Prepared poster Prepared pillow cut-outs	37.A. O
	37.B. The children will match words with opposite meanings.	37.B. E.7$_1$	37.B. E.66 R.C*33$_1$	37.B. The board and pillows will be placed in a center. The children will match the antonyms on the pillow halves.		

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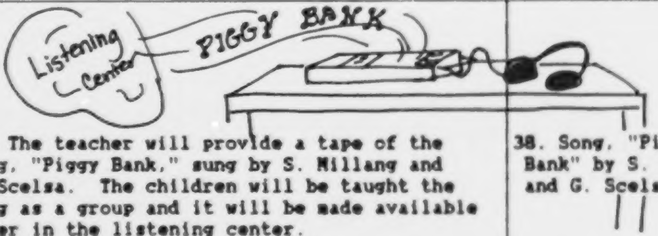
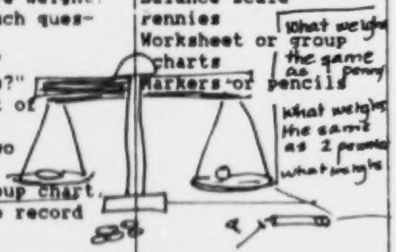
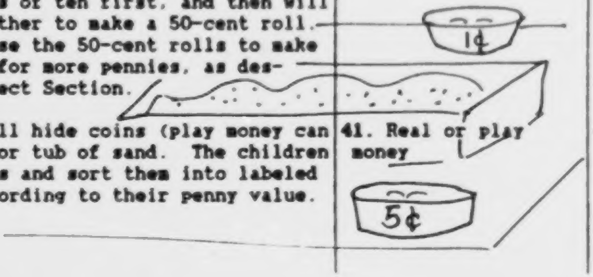
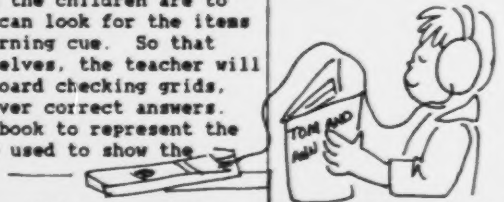
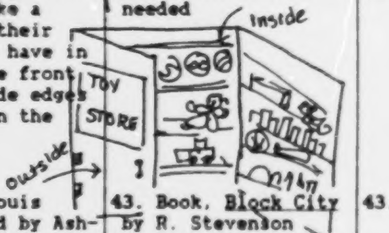
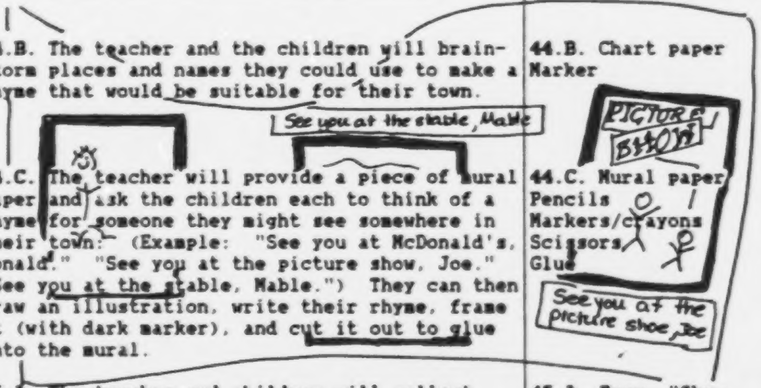
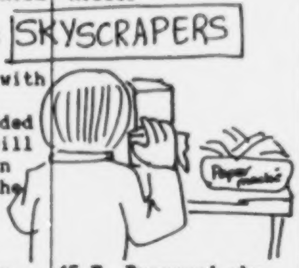
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.32_2 R.C*33_3	E.66,328 R.*33_2 E.66,328_3			
38. Just a Penny	38. The children will learn a song about the value of money.	38. R.62_1		38. The teacher will provide a tape of the song, "Piggy Bank," sung by S. Millang and G. Scelsa. The children will be taught the song as a group and it will be made available later in the listening center.	38. Song, "Piggy Bank" by S. Millang and G. Scelsa	38. L
39. Pennies and Pounds	39. The children will prepare a chart of penny weights.		39. M.C*154 S.$C56_3$	39. The teacher will provide a variety of small objects for the children to weigh on a balance scale, using pennies as the normative weight. The teacher will ask the children such questions as: "What weighs the same as 1 penny?" "What weighs the same as 5 pennies?" "How many pennies equal the weight of ________?" "What weighs more--5 pennies or two quarters?" A worksheet for each child, or a group chart, will be provided for the children to record their predictions and answers.	39. Variety of small objects Balance scale Pennies Worksheet or group charts Markers or pencils	39. O
40. Penny Rolls	40. The children will count pennies into stacks of ten and group tens to make fifty.	40. M.C7,C15, C18,31,32, $C35_1$ M.$C140_2$	40. M.C7,C15, C35,$C140_1$	40. The teacher will obtain pennies and paper to roll the pennies from the bank. (The children can be asked to bring pennies from home, or to bring empty cans which they can turn in for pennies.) The children will count the pennies into stacks of ten first, and then will put five tens together to make a 50-cent roll. The children can use the 50-cent rolls to make something to sell for more pennies, as described in the Project Section.	40. Penny rolls Cans and pennies from home	40. O
41. Penny Hunt	41. The children will find and sort coins according to value.	41. M.C134,137_1 M.136,$C140_2$ M.C*145_3	41. M.137,$C140_1$ M.C*145_2	41. The teacher will hide coins (play money can be used) in a box or tub of sand. The children will find the coins and sort them into labeled margarine tubs according to their penny value.	41. Real or play money	41. O



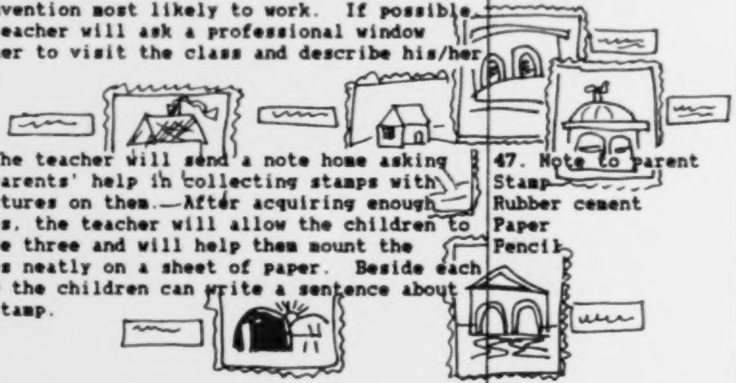

What weighs the same as 1 penny
What weighs the same as 2 pennies
what weighs

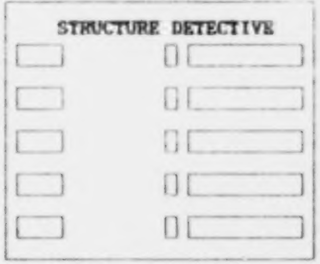


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
42. Going Shopping	42.A. The children will listen to a tape and follow along using a book.	42.A. $R.1.114_1$ $R.40.114_2$ $R.114_3$	42.A. $R.114_1$ $R.114_2$ $R.114_3$	42.A. The teacher will read the book Tom And Annie Go Shopping: A Can You Find? Book into a tape recorder, and will provide the book and the tape in the listening center. The teacher will tell the children they are to listen to the story and try to find the things mentioned in the pictures. The teacher will need to provide cues for times when the children are to push stop, so that they can look for the items mentioned, and a page-turning cue. So that children can check themselves, the teacher will provide page-sized cardboard checking grids, with small windows cut over correct answers. The symbols used in the book to represent the different stores will be used to show the matching checking grid.	42.A. Book, Tom and Annie Go Shopping: A Can You Find? Book by B. Smith Cassette tape Tape recorder Checking grids  	42.A. O IT
	42.B. The children will create pictures of the inside and outside of a store they would like to own.	42.B. E.1,2,3,4 $R.115_1$ $R.115_2$ A.C1 $R.115_3$	42.B. $R.115_1$ A.2 $R.115_2$ A.2 $R.115_3$	42.B. Materials and tools will be provided in the center so that the children can make a "Store Front" and a "Store Inside" of their own, showing things they would like to have in their store if they had one. The store front can be cut down the middle, and the side edges stapled, to show the store inside, when the front halves are opened.	42.B. Materials as needed  	42.B. O
43. Block City	43. The children will listen as the teacher reads a poem about a city of blocks.	43. $R.114.115_1$ $R.114.115_2$ $R.114.115_3$	43. $R.114.115_1$ $R.114.115_2$ $R.114.115_3$	43. The teacher will read the Robert Louis Stevenson book, Block City, illustrated by Ashley Wolff. After the children have discussed the meaning of the poem, the teacher will provide blocks covered with contact paper to protect them (or foam can be cut into block shapes) and tempera paint. The children will create their own block cities on large brown or white wrapping paper by printing with the blocks, using various shapes for buildings, roofs, windows, and doors.	43. Book, Block City by R. Stevenson Large brown or white wrapping paper Blocks Contact paper Paint	43. O PA
44. See You Later--Mural	44.A. The children will listen as the teacher reads a book.	44.A. $R.114_{1,2,3}$	44.A. $R.114_{1,2,3}$	44.A. The teacher will read the book, See You Later Alligator to the class. The teacher will tell the children that there are many places in their own town where someone might "see them later."	44.A. Book, See You Later Alligator by B. Strauss and H. Friedland	44.A. L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	44.B. The children will think of places and names that rhyme.	44.B. E.49 R.13,17$_1$ E.57$_3$	44.B. E.57$_1$ E.57$_2$	44.B. The teacher and the children will brainstorm places and names they could use to make a rhyme that would be suitable for their town.	44.B. Chart paper Marker	44.B. ECS
	44.C. The children will write and illustrate their own "See you ..." rhymes.	44.C. E.39,49 R.13,17$_1$ E.57$_3$	44.C. E.57,352$_1$ E.57,352$_2$ E.352$_3$	44.C. The teacher will provide a piece of mural paper and ask the children each to think of a rhyme for someone they might see somewhere in their town. (Example: "See you at McDonald's, Ronald." "See you at the picture show, Joe." "See you at the stable, Mable.") They can then draw an illustration, write their rhyme, frame it (with dark marker), and cut it out to glue onto the mural.	44.C. Mural paper Pencils Markers/crayons Scissors Glue  See you at the stable, Mable PICTURE SHOW See you at the picture shoe, Joe	44.C. O PA
45. Skyscrapers	45.A. The children will listen to a poem and design a skyscraper.	45.A. E.2,3 R.C44,114$_1$ E.2,3 R.C44,114 E.2,3 R.C44,114 A.C1,C5$_3$	45.A. R.C44,114$_1$ R.C44,114 A.6$_2$ R.C44,114 A.6$_3$	45.A. The teacher and children will collect empty quart milk containers. The teacher will then show pictures of skyscrapers and read "Skyscrapers" by R. L. Field and "Houses" by M. B. Miller. The teacher will prepare a duplicated sheet of small word boxes containing words used in the unit in order that each child can cut apart the words for this activity. Each child will receive an empty quart milk carton, and with the teacher's help, will flatten the top of the carton and cover it with paper mache. After the container dries, details such as windows and doors can be added to create a skyscraper look. The teacher will cut a slit in the top of the container or in one of the top windows, and will also cut the top on 3 sides to make a flap which can be raised to remove the word cards.	45.A. Poem, "Skyscraper" by R. L. Field (Poems To Read To the Very Young - J. Frank) "Houses" by M. B. Miller  	45.A. O L PA
	45.B. The children will fill their skyscrapers with words from the unit which they can read.	45.B. R.C42,C44$_1$	45.B. E.344,C346, 352 R.C*42,C44$_1$	45.B. The teacher will allow the children to work in pairs, reading the words, and putting the word cards through the slit in the box after learning them. The children may use their words during free time to write sentences or they may continue to practice reading them.	45.B. Prepared skyscrapers Prepared cards	45.B. O L PA

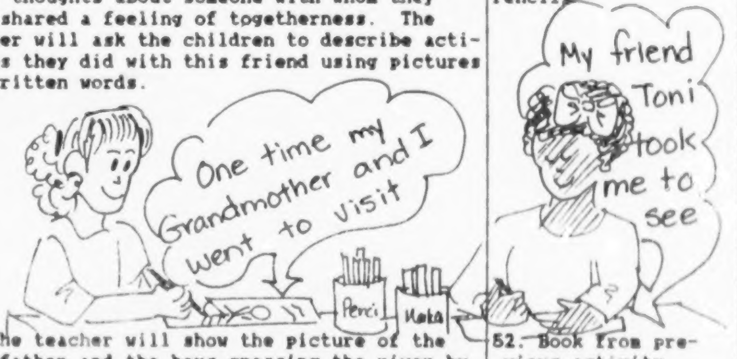
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.C*42,C44$_2$	E.344,C346, 352 R.C*42,C44$_2$	The skyscrapers filled with cards may be taken home at the end of the unit to share with family members.		
		E.344,C346 R.C*42,C43, C*44$_3$	E.352 R.C*42,C44$_3$			
46. Window Washers Inventions	46.A. The children will invent a way to wash outside windows of a skyscraper.	46.A. R.4,115$_1$ R.115$_2$ R.115 A.C1,C5$_3$	46.A. R.115$_1$ R.115 A.6$_2$ R.115$_3$	46.A. The teacher will display several pictures of skyscrapers around the room and will discuss the problem of keeping all the windows clean. The teacher will then ask the children to invent a way to wash the outside windows of a skyscraper. They may work in pairs, small groups, or alone, using paper, pencils and markers or any other materials in the room to draw or construct their inventions.	46.A. Pictures of skyscrapers Paper Pencil Variety of materials for construction Boxes String Junk materials	46.A. O L PA
	46.B. The children will present their ideas and/or models to the class.	46.B. R.3,4,10$_1$	46.B. SS.50$_1$ SS.C22,50 OC.1,18,C20$_2$ SS.C22,50 OC.1,17,18, C20$_3$	46.B. The teacher will provide time for presentation of the inventions and discussions of the entire group. The class may vote on the idea or invention most likely to work. If possible, the teacher will ask a professional window cleaner to visit the class and describe his/her work.	46.B. Finished products from previous activity	46.B. O L
47. Structure Stamp Collections	47. The children will collect stamps with buildings, bridges and other structures and write a description of the structures shown on the stamp.	47. E.35,36,37, 38,39,*149$_2$ E.*184$_3$	47. E.37,38,39, 82,*149, 184$_1$ E.82,184$_2$ E.42,43,44, 45,46,47, 82$_3$	47. The teacher will send a note home asking for parents' help in collecting stamps with structures on them. After acquiring enough stamps, the teacher will allow the children to choose three and will help them mount the stamps neatly on a sheet of paper. Beside each stamp the children can write a sentence about the stamp.	47. Note to parent Stamp Rubber cement Paper Pencil	47. O L PA PF WC
48. Sears Tower	48. The children will write an imaginary story.	48. R.4 E.33,34$_1$	48. E.37,38,39, 82,344, C346,352$_1$	48. The teacher will show pictures of the tallest building in the world, which is the Sears Tower in Chicago. The teacher will demonstrate for the children how to locate Chicago on the	48. Picture of Sears Tower Paper Pencil	48. WC

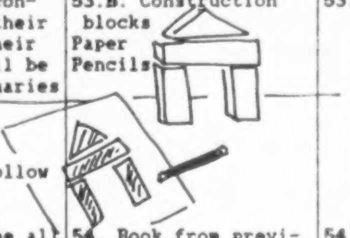
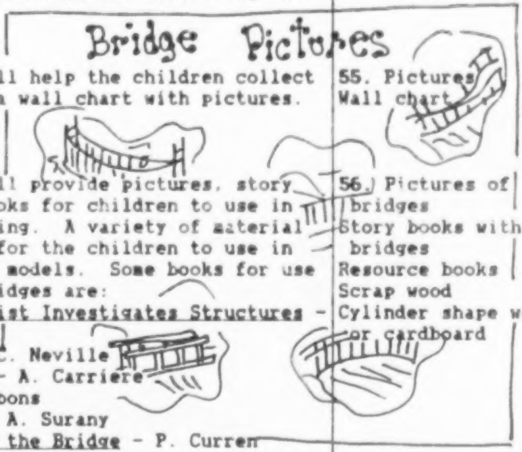


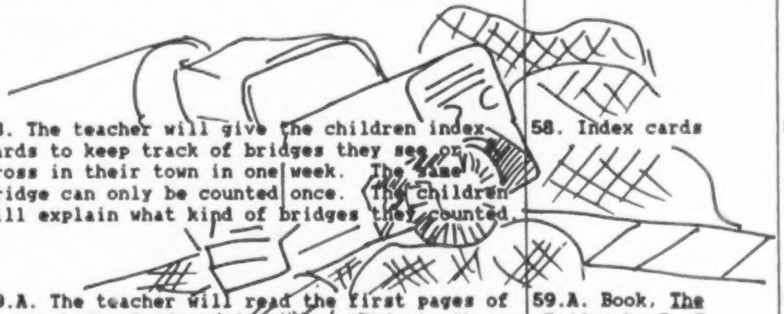
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.35,36,37,38,39_2 E.344,$C346_3$	E.344,C346,352_2 E.C41,42,43,44,45,46,47,352_3	U. S. map. The teacher will explain that Chicago is often called "the windy city" and will ask the children to imagine how the wind feels at the top of a tower. The teacher will then ask the children to pretend they live at the top of the Sears Tower. They will write a story about a day in their lives in the city. Some questions to spark thinking are: What can you see from your living room window? What is it like when the wind is blowing hard? What happens when an airplane flies over?		
49. Structure Detective	49. The children will use content clues to define a word.	49. R.C*42,$C44_1$ R.C*42,$C44_2$ R.C*42,$C44_3$  STRUCTURE DETECTIVE	49. R.C*37,C*42,44_1 R.C*37,C*42,$C44_2$ R.C*37,C*42,$C44_3$	49. The teacher will prepare a poster board labeled Structure Detective. She will write some "structure nouns" on colored paper, one word for each piece. These squares will be laminated and attached to the poster with velcro backing for easy removal. The teacher will attach a length of colored yarn next to each word with a brad. On other pieces of colored paper, she will print sentences with a blank to indicate a missing word, providing one sentence for each word, and attach these, too, with velcro so they can be changed. A small piece of velcro will be placed on the inside edge of each sentence strip, next to the first word of the sentence. The children will match the unattached end of yarn from each word to the sentence where that word could be used to complete the idea. Colored paper strips with words and sentences can be changed when the need arises.	49. Prepared poster Prepared word cards Prepared sentence strips Yarn Velcro	49. O L
50. The Great Mississippi River	50.A. The children will listen to and sing songs about rivers.	50.A. R.C*60_2	50.A. R.C*60_1 R.C*60_3	50.A. The teacher will play recordings and teach the children to sing selected river songs, after discussing their origins: "River of Love" "One More River" "Take a Stick of Bamboo" "Barges" (Girl Scout Song Book)	50.A. A copy of songs Tape player	50.A. L O

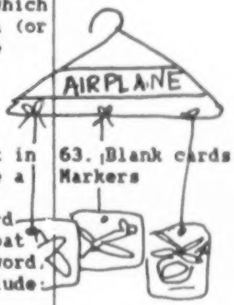
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				"River in the Rain" (Big River) "Oh, Shenandoah" "The Boatman" (Girl Scout Song Book) The teacher will explain that several of these songs were written to describe the great Mississippi River.		
	50.B. The children will locate Memphis, Greenville, and Natchez along a map of the Mississippi River.	50.B. R.29.115$_1$ R.115$_2$ R.115$_3$	50.B. R.115$_1$ R.115$_2$ R.115$_3$	50.B. The teacher will have the children locate the Mississippi River on a map. The teacher will provide a long strip of mural paper so that the children can create their own map of the river and locate some of the major points on the Mississippi portion of the river.	50.B. U.S. map Mural paper	50.B. PA O SSC
	50.C. The children will make a graph of distances with teacher assistance.	50.C. M.C*144$_2$ M.C*150$_3$	50.C. M.C*144 S.C36$_1$ S.C36$_2$ S.C36,C46$_3$	50.C. The teacher will have the children name places they have been in Mississippi. The children will then use yarn to measure the distances from each place named to the Mississippi River. The pieces of yarn will be compiled on poster board to make a chart. The teacher will help the children measure each strip and label the chart accordingly. DISTANCES TO THE MISSISSIPPI RIVER Oxford Jackson Greenwood	50.C. U.S. map Yarn Rulers Poster board	50.C. PA
51. Where the River Begins	51.A. The children will observe and discuss landscape paintings in a book with painting illustrations.	51.A. R.3,4,113 114$_1$ R.113,114$_{2,3}$	51.A. A.22,27,28, 29 R.113, 114$_{1,2,3}$	51.A. The teacher will introduce Where the River Begins and will guide the children in discussing Thomas Locke's illustrations, having the children identify things in the background and foreground, and asking them to predict what the book is about.	51.A. Where the River Begins by T. Locke	51.A. O L

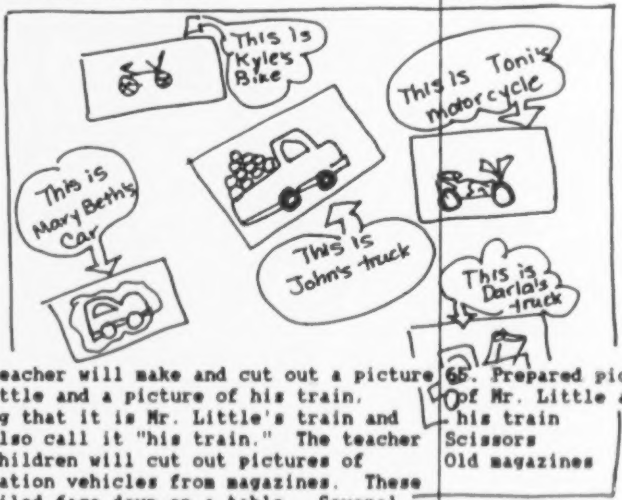
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	51.B. The children will listen as the teacher reads a book and they will then express their ideas about the feelings of the characters.	51.B. R.3,4 E.340$_1$ R.40 E.299$_2$ R.C*81 E.279$_3$	51.B. R.C*81 E.279$_1$ R.C*81,C*82 E.279$_2$ R.C*82$_3$	51.B. The teacher will read the book, Where the River Begins, and afterwards will discuss the closeness of the three characters as they travel to the river's source. She will ask questions such as: "What kind of person was the grandfather?" "What kinds of things did he like to do?" "Do you know someone like the grandfather?"	51.B. Book from previous activity	51.B. O L
	51.C. The children will write a story.	51.C. R.4,10$_1$ E.35,36,37, 38,39,*149, *150$_2$ E.*184,344, C346$_3$	51.C. E.37,38,39, 82,*149, *150,*184, 344,C346, 352$_1$ E.58,59,61, 62,82,*184, 344,C346, 352$_2$ E.C41,42,43, 44,45,46, 47,58,59, 61,62,82, 352$_3$	51.C. The teacher will provide paper, pencils, and markers so that the children can express their thoughts about someone with whom they have shared a feeling of togetherness. The teacher will ask the children to describe activities they did with this friend using pictures and written words.	51.C. Paper Markers Pencils	51.C. PA PF WC
52. River Crossing	52. The children will brainstorm ways to cross a river.	52. R.3,4,10 E.340$_1$ R.C*70$_3$	52. R.C*70$_1$ R.C*70$_2$	52. The teacher will show the picture of the grandfather and the boys crossing the river by jumping on boulders. The teacher will ask the children to brainstorm other ways of crossing rivers. The teacher will record their ideas on a chart.	52. Book from previous activity Chart ____________ Marker	52. L
53. The Bridge	53.A. The children will listen as the teacher reads a story about a bridge and will recount important details.	53.A. R.3,4 E.340$_1$ R.C*64,C*66, C*70$_3$	53.A. R.C*64,C*66, C*70$_1$ R.C*64,C*65, C*66,C*70$_2$ R.C*65$_3$	53.A. The teacher will explain that one way to cross a river is by using a bridge. The teacher will read The Bridge by E. C. Neville and discuss with the children why the bridges were special.	53.A. Book, The Bridge by E. C. Neville	53.A. L

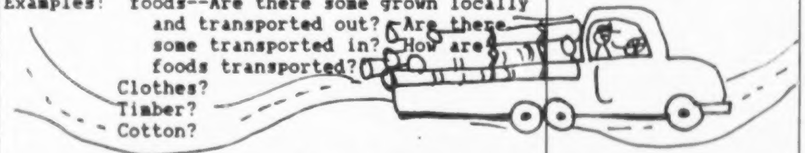

One time my Grandmother and I went to visit
Penci
Marka
My friend Toni took me to see

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	53.B. The children will analyze the components used in bridge design.	53.B. M.31$_1$ A.C1,C5 R.C*63$_3$	53.B. A.C22 R.C*63$_1$ A.6,C22 R.C*63$_2$ A.6,C22,42$_3$	53.B. The teacher will give the children construction blocks to construct bridges of their own design. The children will transfer their bridge designs to paper. The children will be asked to provide numerical and verbal summaries of their work telling: How many blocks were used? How many block shapes were used? What steps would your friend need to follow to build this bridge?	53.B. Construction blocks Paper Pencils 	53.B. PA O
54. Machines	54. The children will name the machines and vehicles described in a story and identify their uses.	54. R.C*66$_3$	54. R.C*66$_1$ R.C*66$_2$	54. The teacher will have the children name all the machines and transportation vehicles that were part of the story (named above), discussing the job each performed and describing the work involved.	54. Book from previous activity	54. O L
55. Bridge Wall Chart	55. The children will make a collection of bridge pictures.		55. A.C22$_{1,2,3}$	55. The teacher will help the children collect pictures and make a wall chart with pictures. 	55. Pictures Wall chart	55. O PA
56. Model Bridges	56. The children will research bridges and build a model of one.	56. R.112,114, 115 E.8$_1$ R.112,114, 115$_2$ R.112,114, 115 A.C5$_3$	56. R.112,[illegible] 115$_1$ R.112,114, 115 A.6$_2$ R.112,114, 115 A.6$_3$	56. The teacher will provide pictures, story books, resource books for children to use in free in-class reading. A variety of material will be available for the children to use in constructing their models. Some books for use in the study of bridges are: The Young Scientist Investigates Structures - T. Jennings The Bridge - E. C. Neville Jennifer's Walk - A. Carriere Tunnels - G. Gibbons Covered Bridge - A. Surany The World Builds the Bridge - P. Curren	56. Pictures of bridges Story books with bridges Resource books Scrap wood Cylinder shape wood or cardboard	56. PA
57. Rivers and Bridges	57. The children will find words and pictures that begin with r and words and pictures that begin with br.	57. E.30,31,32, 48 R.18,24,25, 26$_1$	57. E.37,38,55, 82 R.48$_1$	57. The teacher will cut out a large bridge from brown paper and a blue river from blue art paper. The children will look in old magazines for pictures of things that begin with r and paste them on the river. They will look in their story books and/or readers and copy "r"	57. Prepared bridge Prepared river Old magazines Story books Readers	57. PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.9,35,36,37,38,39,50,52 R.14,45$_2$	E.55,82 R.48$_2$	words onto the river. "Br" pictures and words will be pasted on the bridge in the same manner.		
		R.48$_3$	E.42,43,44,45,46,55,82$_3$			
58. Counting Bridges	58. The children will count the number of bridges they cross in their town or see during the week and tell what kind they are.	58. M.C7,31$_1$ R.C*60$_3$	58. R.C*60$_1$ R.C*60$_2$	58. The teacher will give the children index cards to keep track of bridges they see or cross in their town in one week. The same bridge can only be counted once. The children will explain what kind of bridges they counted.	58. Index cards	58. PA P
59. Bridge Problem	59.A. The children will tell ways to get a truck out of a ditch.	59.A. R.C*70$_3$	59.A. R.C*70$_1$ R.C*70$_2$	59.A. The teacher will read the first pages of the book The Bridge [illegible], to the point where Ben asks, "How're you going to get the tanker out of the brook? How're you going to fix our bridge? How're you...?" The teacher will ask the children to think of ways Albert can get his oil tanker out of the ditch where it fell through the bridge. The teacher will record the children's suggestions.	59.A. Book, The Bridge by E. C. Neville Chart paper Markers	59.A. ECS L
	59.B. The children will compare their suggestions with what happened in the book.	59.B. R.C*70$_3$	59.B. R.C*70$_1$ R.C*70$_2$	59.B. The teacher will read the end of the book and then ask the children to compare their solutions with Albert's solution.	59.B. Book from previous activity Completed experience chart	59.B. L
60. Working Machines and Bridges	60. The children will construct models of machines and bridges as described in a book.	60. R.115$_1$ R.115$_2$ A.C5 R.115$_3$	60. R.115 H.22$_1$ A.6 R.115 H.22$_2$ A.6 R.115 H.22$_3$	60. The teacher will divide the children into six or more groups. The teacher will have the children study pictures and the book, The Bridge, to notice how different machines, trucks, and bridges are made. Each group will be given the name of a machine, a vehicle, or a bridge to construct, using a variety of small boxes and assorted materials provided by the teacher. Machines will include: the tanker truck, the backhoe, the bulldozer, and the flatbed truck; bridges will be the plank bridge	60. Book from previous activity Small boxes Other materials as needed by children	60. O PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				transportation - getting from one place to another and the culvert (as described in the book) and other bridges selected by the teacher.		
61. Transportation	61. The children will define transportation.	61. R.3,4$_1$ R.C*60$_3$	61. R.C*37,C*60$_1$ R.C*37,C*39, C*60$_2$ R.C*37,C*39$_3$	61. The teacher will write children's definitions of transportation on a chart and will then write a definition from a dictionary on the chart. transportation- transporting or being transported.	61. Chart Marker Dictionary	61. O L
62. Brainstorming	62. The children will brainstorm all transportation vehicles they can think of.	62. R.1,2,3,4, C*42,C44$_1$ R.C*42,C44$_2$ R.C*42,C43, C44$_3$	62. R.C*42,C44$_1$ R.C*42,C44$_2$ R.C*42,C44$_3$	62. The teacher will write names of transportation vehicles on a chart or chalkboard as the children name them. The teacher will ask which vehicles are most widely used in their area (or Our Town). These will be identified by the children and circled from the list.	62. Chart Marker	62. O L
63. Transportation Mobiles	63. The children will make word mobiles of transportation.	63. E.31,253,290 R.C44$_1$ R.C44$_2$ R.C44$_3$	63. E.78,82 R.C44$_1$ E.78,82 R.C44$_2$ E.78,82 R.C44$_3$	63. The teacher will have the children work in small groups to make mobiles to demonstrate a certain mode of transportation. They will select a basic word such as car, hang a card with the word written on it from crossed coat hangers and then attach variations of the word, i.e., t-model, etc. An airplane might include: helicopter, jet, crop duster, glider, etc.	 63. Blank cards Markers	63. PA
64. Balloons	64.A. The children will listen to a story and discuss the setting and illustrations.	64.A. R.3,4$_1$ R.96,113, 114$_2$ R.113,114$_3$	64.A. E.124 R.113,114$_1$ E.124 R.C*82,113, 114$_2$ E.124 R.C*82,113, 114$_3$	64.A. The teacher will read The Great Town and Country Bicycle Balloon Chase by B. Douglass. The class will identify the setting, the time of year, and the landscape of the story.	64.A. Book, The Great Town and Country Bicycle Balloon Chase by B. Douglass	64.A. O L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	64.B. The children will create a background with autumn colors on a bulletin board and then design their own hot air balloons to display.	64.B. R.115 E.2,3,4$_1$	64.B. R.115 A.C22$_1$	64.B. The teacher will prepare a bulletin board with blue skies and green ground, and a country road. The children will sponge-paint trees along the road. Watered-down glue can be used to attach tissue for leaves. The teacher will provide large manilla art paper, colored art tissue, markers, and trimming for the children to design their own balloons for display on the board. The art tissue can be painted on with a thin glue solution to give the balloons a transparent look.	64.B. Prepared bulletin board Paint brushes Tissue in bright colors Large manilla art paper Yarn, sequins, rick-rack, etc. Glue	64.B. PA
		R.115$_2$	R.115 A.C22$_2$			
		R.115 A.C5$_3$	R.115 A.C22,42$_3$			
	64.C. The children will write a story to go with their balloon.	64.C. R.4,10 E.C33,C34$_1$	64.C. E.37,38,39,82,83,*150,183,*184,344,C346,352,*357$_1$	64.C. The children will write a story to display next to their balloons.  This is Kyle's Bike This is Toni's motorcycle This is Mary Beth's Car This is John's truck This is Darla's truck	64.C. Paper Pencils	64.C. PA P WC
		E.35,36,37,38,39,*149,*150,183,337$_2$	E.82,83,184,344,C346,352,366,367,*368,394$_2$			
		E.*184,344,C346,*357$_3$	E.42,43,44,45,46,47,82,83,352,366,367,*368,394$_3$			
65. Transportation	65. The children will listen as the teacher reads a book and will then name the things the story listed that are transported by train.	65. R.1,2,4 E.3,253$_1$	65. R.C*57 E.*70,279$_1$	65. The teacher will make and cut out a picture of Mr. Little and a picture of his train, explaining that it is Mr. Little's train and that we also call it "his train." The teacher and the children will cut out pictures of transportation vehicles from magazines. These will be piled face down on a table. Several children may play or partners may play. One player or team member picks a picture and makes up a name for a person who could own the vehicle. ("This is John's truck.") The other player or a member from the other team repeats	65. Prepared pictures of Mr. Little and his train Scissors Old magazines	65. PA O L
			E.*70,279 R.C*57$_2$			
		E.279$_3$	E.*70 R.C*57$_3$			

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				the phrase, replacing the person's name with the correct pronoun. ("This is his truck.")		
66. Transporting Goods	66. The children will work together to solve problems of transporting goods.	66. R.1,2,4,10 E.340 OC.46$_1$ SS.16,18,24$_2$ R.C*70$_3$	66. R.C*70 H.22$_1$ R.C*70 H.22$_2$ H.22$_3$	66. The teacher will provide a "commodity" such a huge bag of toys, a big box marked fragile - eggs, or one of the big book shelves in the room filled with books. She will ask the children to work together in groups to decide how to get the goods to another location. They should tell how they would load it, what transportation they would use, how many people would be needed, and what precautions should be taken. The teacher will structure the situation with appropriate questions such as: "What would happen if...." "How could it be done faster?"	66. Commodities	66. O L
67. "Our Town" Transportation	67.A. The children will list goods that are transported from "Our Town" and goods that are brought into "Our Town."	67.A. R.1,2,3,4$_1$	67.A. SS.42,50$_1$ SS.C22,28,42,50$_2$ SS.C22,28,42,50$_3$	67.A. The teacher will ask the children to think of things transported in and out of the town. The teacher will write on chart paper lists of goods transported into "Our Town" and goods transported out of "Our Town" as children name them. Examples: foods--Are there some grown locally and transported out? Are there some transported in? How are foods transported? Clothes? Timber? Cotton? 	67.A. Chart Markers	67.A. O L
	67.B. The children will research their favorite type of transportation and make a model of it.	67.B. R.4,10,114,115 E.1,2,3,4,8$_1$ SS.24 R.114,115$_2$ A.C5 R.114,115$_3$	67.B. R.114,115$_1$ A.6 R.114,115$_2$ A.6 R.114,115$_3$	67.B. The teacher will provide books and magazines on various transportation modes and will provide a variety of materials for the children to use in constructing vehicles. Some books and magazines to provide include: Trains - G. Gibbons Let's Discover Land Travel - Raintree Publishers Your First Airplane Trip - P. and J. Ross Changes, Changes - P. Hutchins The Big Book of Real Trains - E. Cameron I Live In a City - B. Kalman and S. Hughes	67.B. Resource books Magazines Variety of material for children to choose from for construction	67.B. PA

Unit Title Our Town

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				Poems: "Sing a Song of Subways" by E. Merriam "Things To Do If You Are a Subway" by B. Katz (Random House Book of Poetry for Children, by J. Prelutzky) 		

OUR TOWN

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OUR TOWN

BIBLIOGRAPHY

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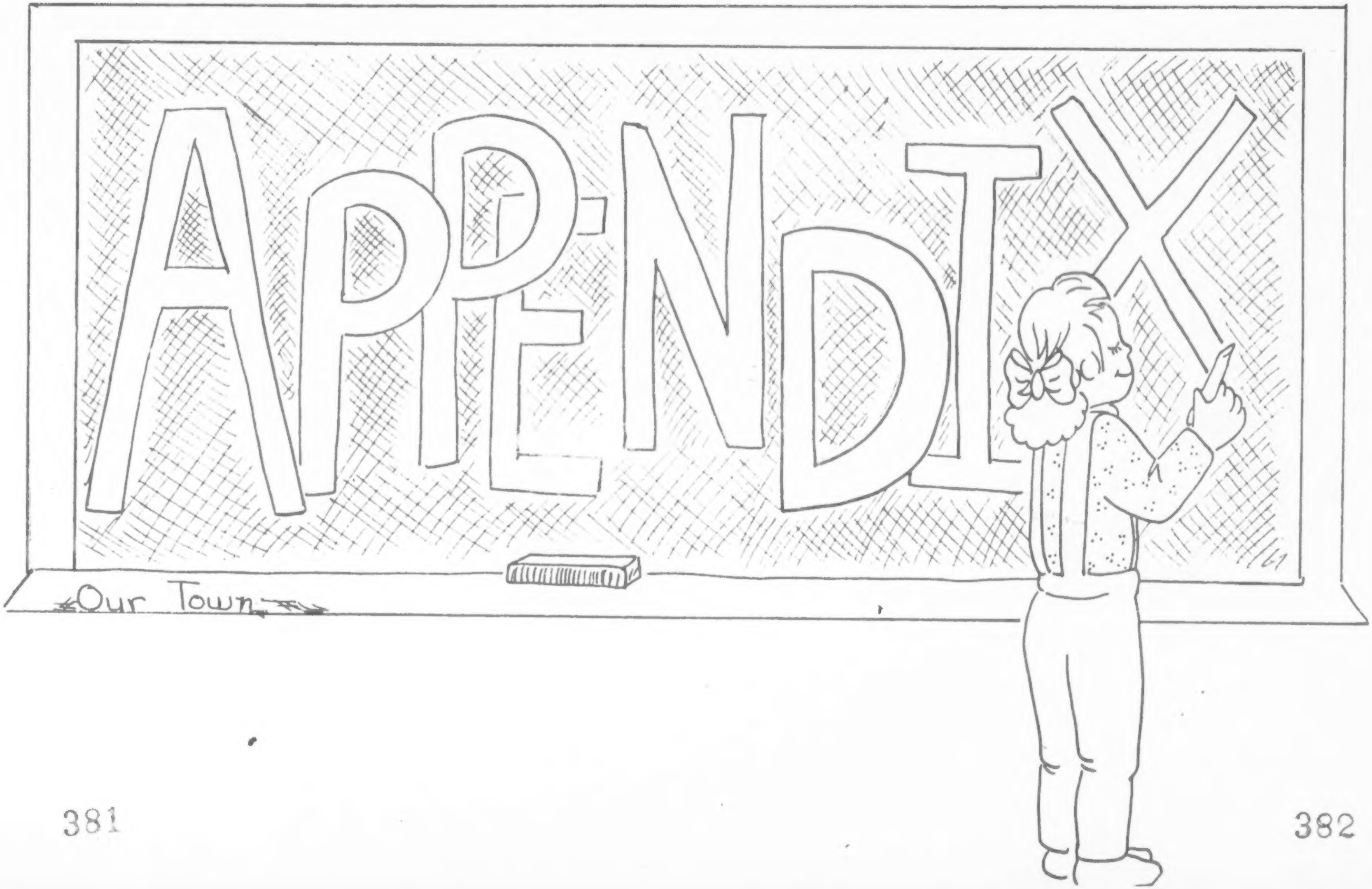

APPENDIX
Our Town

OUR TOWN

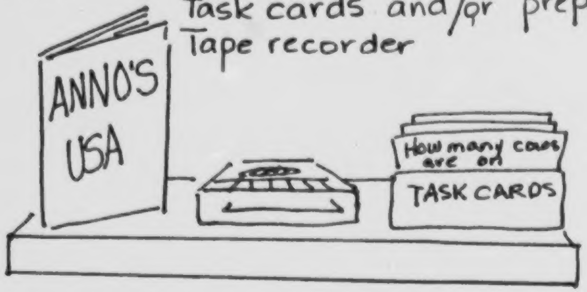
VOCABULARY

city
bridge
tower
environment
country
signs
stamps
highway
doctor
river
valley
cooperation
shopping
envelope
conservation
holidays
mayor
town
laws
machines
pharmacist
seasons
products
citizens
celebration
writer
winter
policepersons
orchestra
import
postal
buildings
animals
structure
firefighters
museum
export
coins
change
celebrity
summer
judge
weather
resources
pollution
money
library
fall
lawyer
goods
nurse
teacher
factory
maps
spring
artist

Listening Center

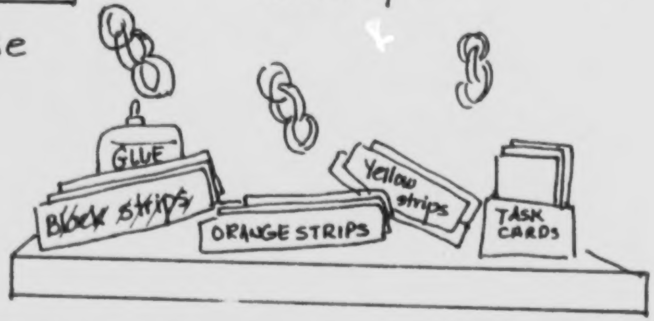
Activity 9

Materials: Anno's USA by M. Anno
Task cards and/or prepared tape
Tape recorder


ANNO'S USA
How many cows are on
TASK CARDS

Listen to tape and/or use task cards to answer questions about the story.

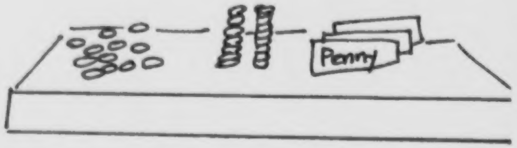
Art/Math Center
Activity 21


GLUE
Black strips
ORANGE STRIPS
Yellow strips
TASK CARDS

Materials: Black construction paper strips
Orange construction paper strips
Yellow construction paper strips
Glue
Task cards

The children will use pattern task cards to construct chains for representation of ones, tens, hundreds and to practice basic facts.

Math
Activity 40

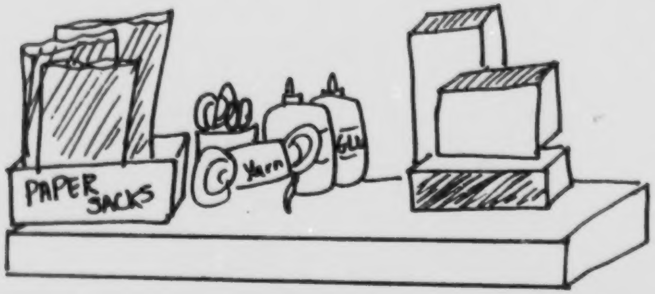


Materials: pennies
penny rolls

Put pennies in sets of ten; then put five tens together to make 50¢. Put in 50¢ penny rolls

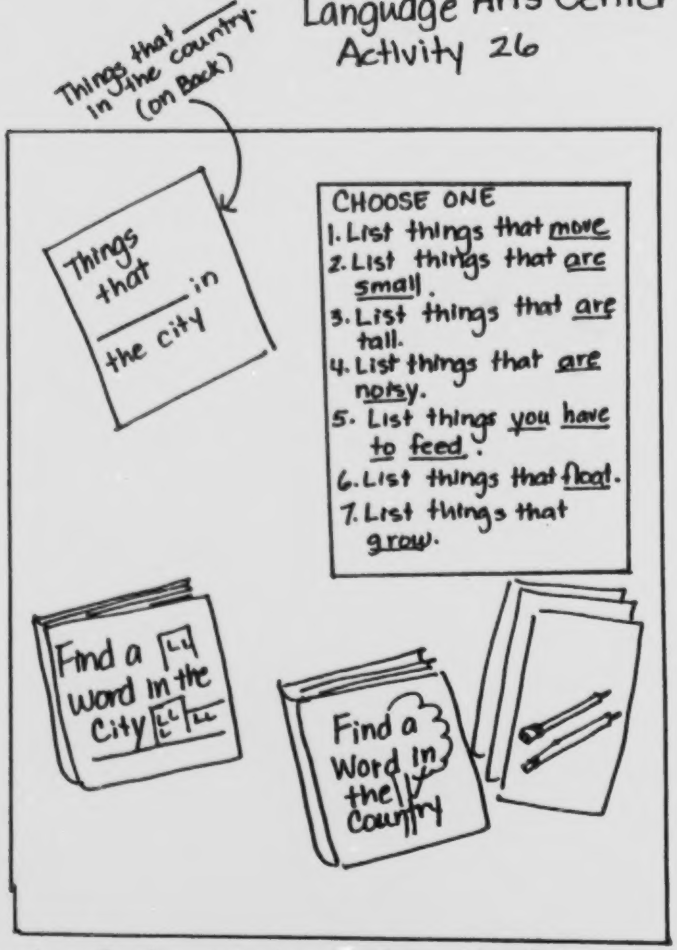
Art Center
Activity 23
Conservation

Materials: paper sacks
small boxes
Variety of art material


PAPER SACKS
Yarn

Children will create puppets to dramatize their messages about conservation.

Language Arts Center
Activity 26


Things that ___ in the country (on Back)
Things that ___ in the city
Find a Word in the City
Find a Word in the Country

CHOOSE ONE
1. List things that move.
2. List things that are small.
3. List things that are tall.
4. List things that are noisy.
5. List things you have to feed.
6. List things that float.
7. List things that grow.

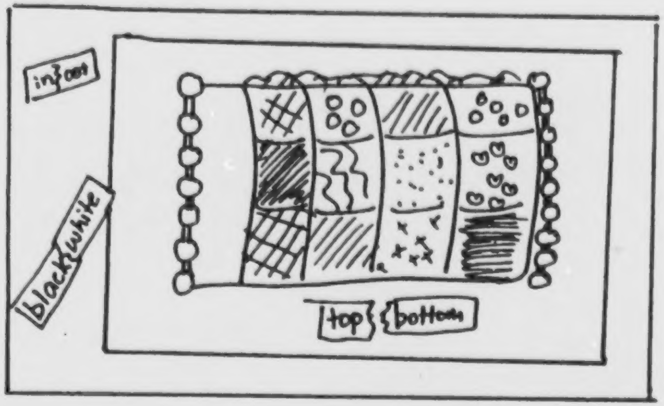
Materials: Books - Find a Word in the City
Find a Word in the Country
Prepared charts Pencils Paper

Children will use books to find words to fit their chart, list them, and practice reading them to prepare for reporting to group.

Language Arts
Activity 37 A+B

Pillow Antonyms

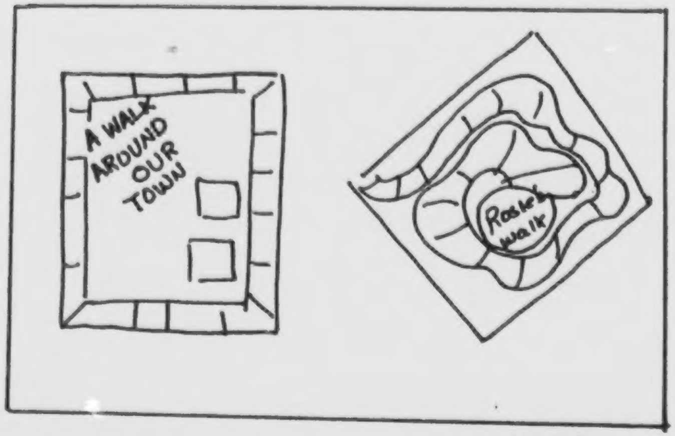
Materials: prepared poster
prepared pillow cutouts


in}on
black}white
top}bottom

Children will match the antonyms.

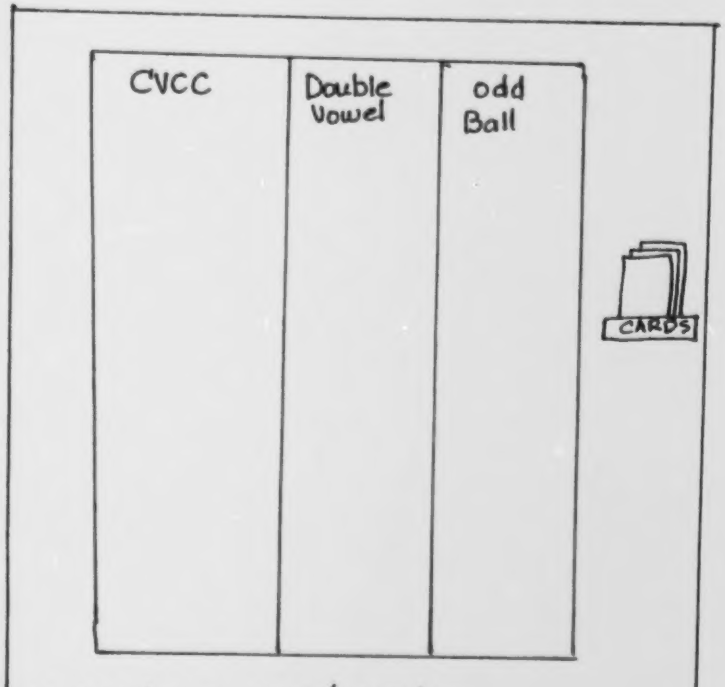
Game Center
Activity 22E and 23D

Materials: Prepared games from
Activities 22A-23D.


A WALK AROUND OUR TOWN
Rosie's walk

Children will play and evaluate
their original gameboards.

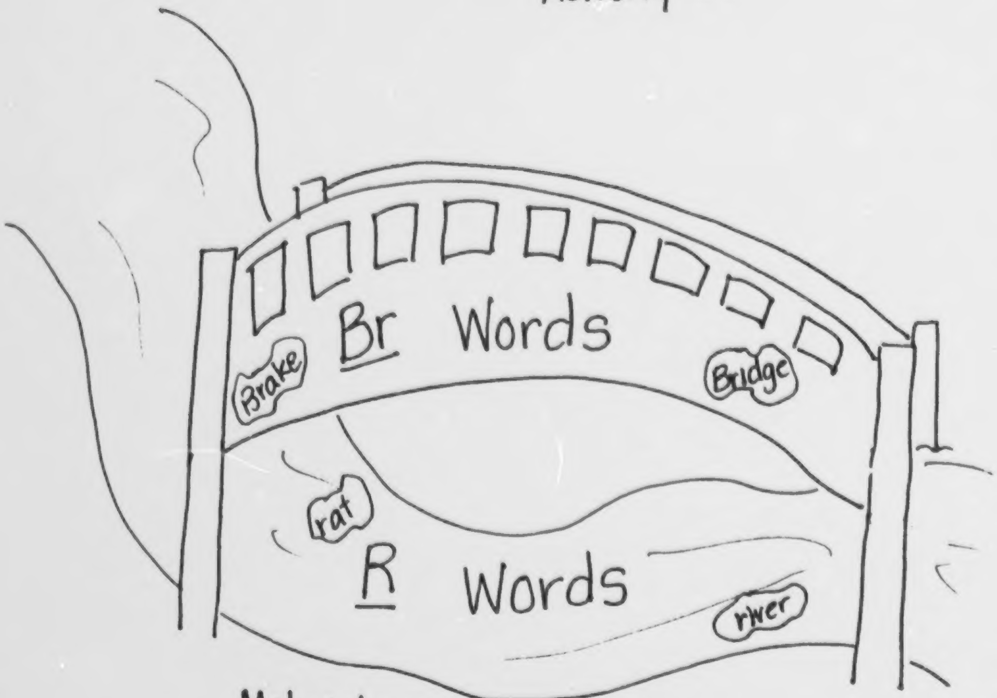
Language Arts
Activity 31


CVCC
Double Vowel
odd Ball
CARDS

Materials: prepared poster
prepared cards

The children will read words on cards and place cards under the appropriate heading

Language Arts
Activity 57


Br Words
Brake
Bridge
rat
R Words
river

Materials: prepared bridge
prepared river
Old magazines
story book/readers
scissors
glue
pencils

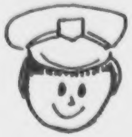
Children cut out pictures and/or write br and r pictures and/or words on bridge and river.

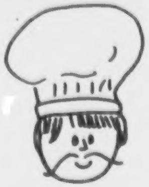
UNIT TEST - LEVEL 1

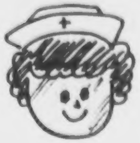
Our Town

Name ____________________

1. Circle the community worker who helps keep us safe.



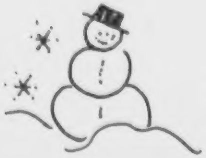


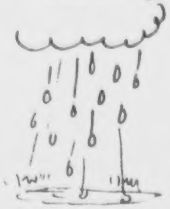


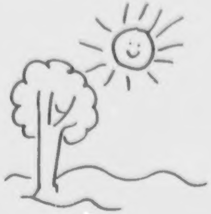
2. Draw two things you would find inside a school.

3. Draw two things you would find outside a school.

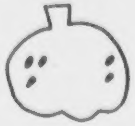
4. Circle the picture that shows how it would look during the season you would use a sled.

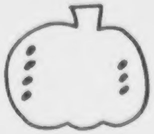


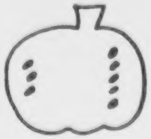




5. Fill in the blanks to match each picture.





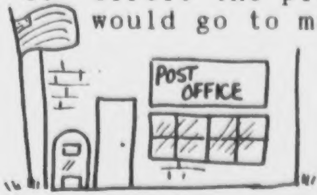


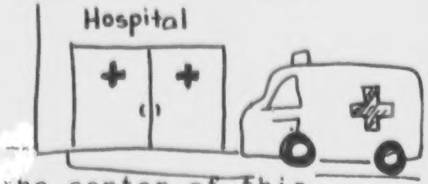
___ + ___ = ___

___ + ___ = ___

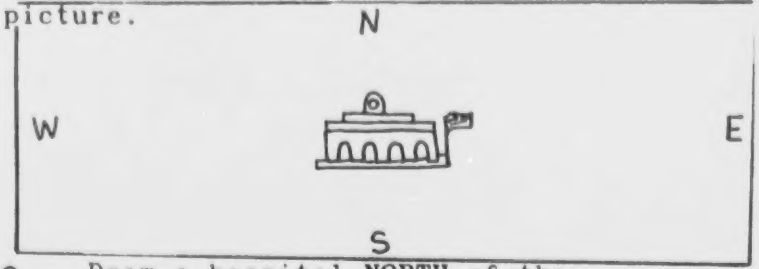
___ + ___ = ___

6. Circle the picture that shows where you would go to mail a letter to a friend.





7. A courthouse is in the center of this picture.



- Draw a hospital **NORTH** of the courthouse.
- Draw a tall building **EAST** of the courthouse.
- Draw a mailman **WEST** of the courthouse.
- Draw a bank **SOUTH** of the courthouse.

8. Mark went shopping in the Candy Store.

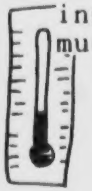
He had two quarters.

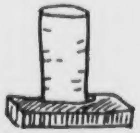
He bought gummy bears that cost 30 cents.

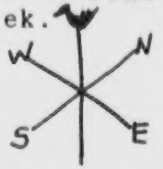
The change he should get back was ________ dimes?

Draw a picture to show how you worked the problem.

9. Draw a circle around the weather instrument you would use to find out how much rain falls next week.







10. Circle the word in each box below to show which month is missing in the series.

☛ January ____________ March

April	November	February

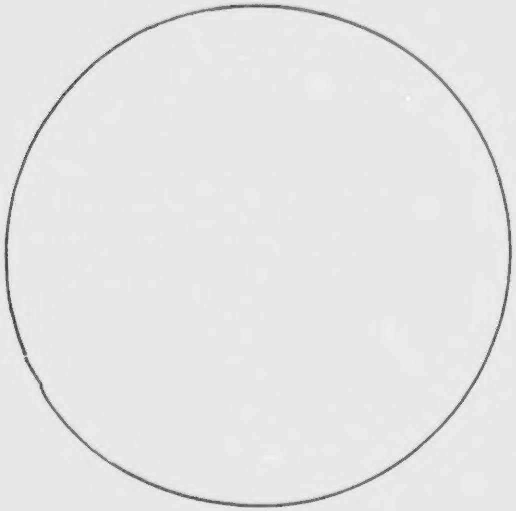
☛ ___________ August September

October	March	July

☛ May June ____________

December	July	September

11. In the story Rosie's Walk, Rosie the hen started at her chicken coop and walked in a circle until she got back home. Pretend you took a walk, starting at the house. On the circle, draw five things you would pass on your walk. Write your own circle story under the circle. Start and end where you live.

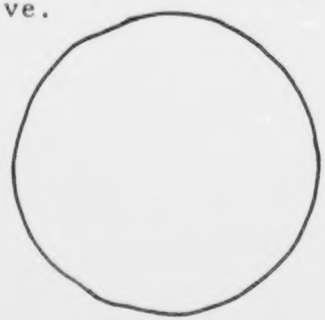


UNIT TEST - LEVEL 2

Our Town

Name ______________________

1. In the story Rosie's Walk, Rosie the hen started at her chicken coop and walked in a circle until she got back home. Pretend you took a walk, starting at the house. On the circle, draw five things you would pass on your walk. Write your own circle story under the circle. Start and end where you live.



2. Katie went to the grocery store.

She bought milk, cookies, and a can of tomatoes.

The milk cost $1.49.

The cookies cost $1.00.

The tomatoes cost 89 cents.

Altogether Katie spent ________________.

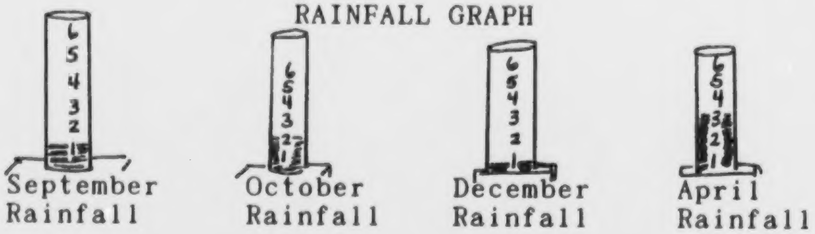
SHOW YOUR WORK HERE:

3. Draw a line to match each holiday shown below with the name of the season during which it falls.

Christmas	Spring
Halloween	Winter
The Fourth of July	Summer
St. Patrick's Day	Fall

4. How many inches of rain fell during April?___

RAINFALL GRAPH

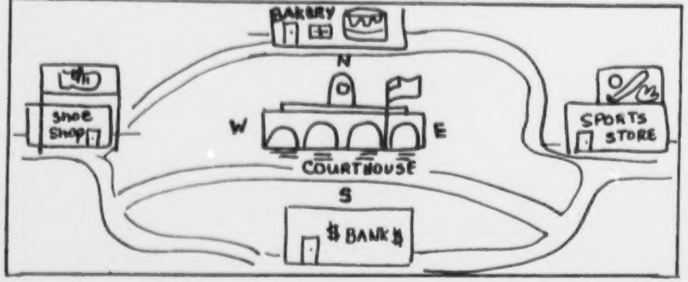


5. Write a number sentence to describe how many buildings in Memphis, Tennessee, were on all the streets together.

Main Street	85
Elvis Presley Boulevard	96
Front Street	67
Beale Street	42

____

6. Using the map below, tell which direction you would go from the Courthouse to get to each building.



The Shoe Shop ____________________

The Bakery ____________________

The Bank ____________________

The Sports Store ____________________

7. Beside each resource, put (N) for natural and (M) for man-made.

coal __________ brick __________

wood __________ oil __________

cloth __________ wool __________

cotton __________ paper __________

8. Jeff, Demetria, and LaShonda were working on a project together. The children were deciding who would research each topic related to the study of their Town. Demetria was playing with his truck. He did not hear what his job would be. Put an X by the sentence that tells what Demetria should have done better.

___ He should have been a better recorder.

___ He should have been a better listener.

___ He should have been a better talker.

9. In a factory each worker does a different job in order. Number these jobs from 1 to 5 to show things that are done in a large bakery.

___ The fresh bread is put into a wrapper.

___ The bread is taken out of the ovens.

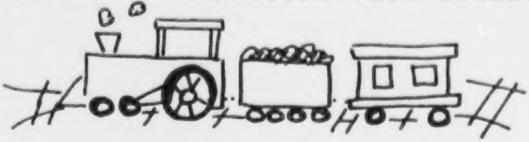
___ Flour, milk and other things are mixed.

___ The dough is put into pans.

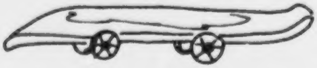
___ The pans of dough are put into ovens.

10. Draw a line to each picture from the word that describes it. Underline each blend.

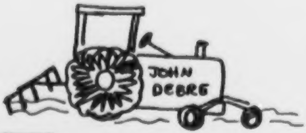
tractor

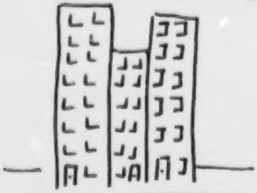


skyscraper

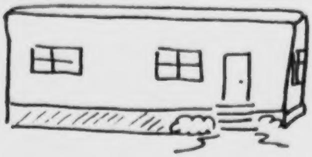


train





trailer



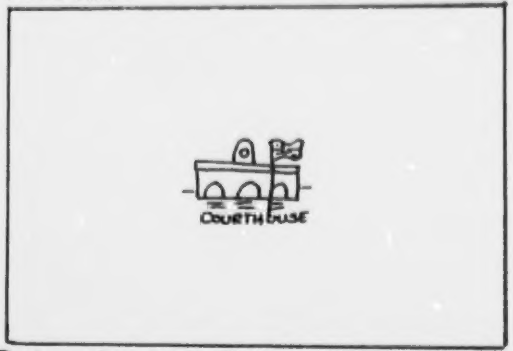
skateboard

UNIT TEST - LEVEL 3

Our Town

Name ______________________

1. On the following square, draw the appropriate buildings in the right locations.



- Put a bank N.E. of the Courthouse.
- Put a toy store S. of the Courthouse.
- Put a girl walking her dog on the W. side of the square.
- Put a car in the S.W. area of the square.

2. Finish each sentence to describe work done by different people.

- An orthodontist ______________________.
- A pharmacist ______________________.
- A mechanic ______________________.
- A novelist ______________________.
- An archaeologist ______________________.
- A psychologist ______________________.

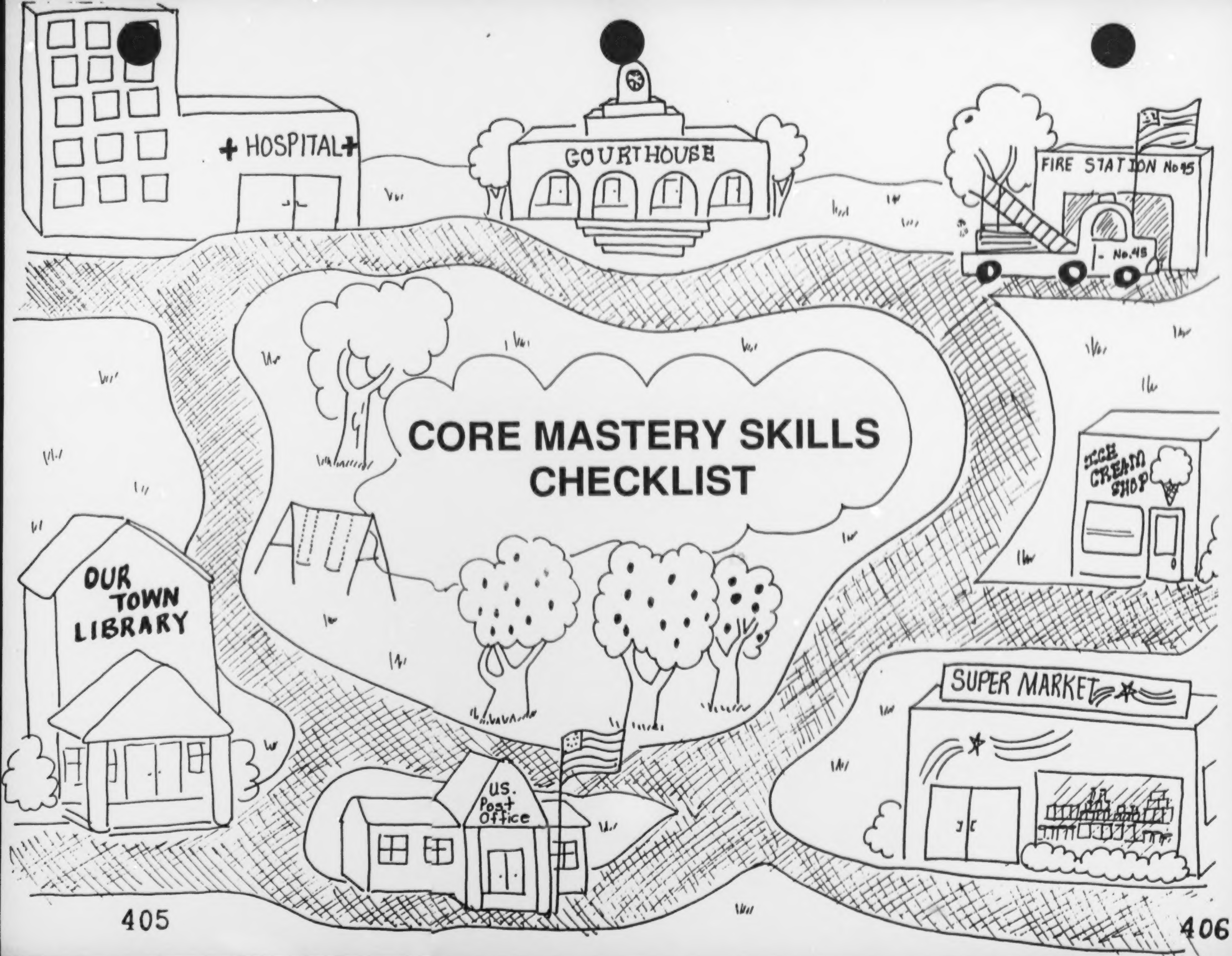
3. Which activity in Column (A) usually matches each season in Column (B)? Put the correct answer in each blank.

A	B	
1. a pumpkin is picked	______	Winter
2. ice fishing is done	______	Spring
3. swimming outdoors	______	Fall
4. kites are flown	______	Summer

4. Write the name of a weather instrument in the blank to complete each sentence.

- To measure temperature you would use a ______________________.
- To measure rainfall you would use a ______________________.
- To measure barometric pressure you would use a ______________________.
- To measure wind direction you would use a ______________________.

5. Write a story to describe the sequence of steps that might be used in a factory to make something. Give a suitable title to your story.


HOSPITAL
COURTHOUSE
FIRE STATION No 45
No.45
ICE CREAM SHOP
OUR TOWN LIBRARY
U.S. Post Office
SUPER MARKET

CORE MASTERY SKILLS CHECKLIST

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - SCIENCE

C32 Identify objects-substances by using the five senses	
C38 Arrange objects in order from smallest to largest	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - SCIENCE

C7 Observe differences between plants and animals	
C39 Distinguish between objects made of one material and those made of more than one material (mixtures)	
C64 Classify objects according to their sizes, positions, and motion with respect to the observer	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
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Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - MATH

C*3 Identify numerals 0 to 99	
C7 Identify the meaning of numbers 0 to 20	
C8 Write numerals 0 to 20	
C15 Identify cardinal numerals to indicate how many objects are in a given set (0 to 20)	
C17 Identify ordinal numbers to indicate the position of an object in a row (first-fifth)	
C18 Identify the number of 10's and ones for a given 2-digit number	
C35 Extend visual, auditory/physical pattern	
C*55 Add 1- and 2-digit numbers without regrouping	
C56 Indicate instant recall for the basic addition facts with sums no larger than 10	
C*63 Subtract one-digit numerals	
C64 Indicate instant recall for the basic subtraction facts with numerals no larger than 10	

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CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - MATH (Page 2)

C134 Identify a penny, nickel and dime from a set of coins or pictured sets of coins	
C*138 Identify correct time using pictures of clocks showing specified times to the hour	
C*139 Identify the relationship between days and weeks	
C*217 Identify square, circle, triangle and rectangle from a given group of shapes	

● No sign of this

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Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - MATH

C*4 Identify numerals 100 to 999	
C*9 Write numerals 21 to 100	
C19 Identify ordinal numbers to indicate position of an object in a row (sixth - tenth)	
C*21 Identify number words eleven to twenty	
C*57 Add 2-digit numbers with and without regrouping	
C66 Indicate instant recall of basic subtraction facts with numbers 11 to 19	
C140 Identify the value of a set of pennies, nickels and dimes not to exceed the value of 50¢	
C*141 Identify the correct time using pictures of clocks showing a specified time to the half-hour	
C*144 Measure using an inch or centimeter	

● No sign of this

/ Is beginning to model this

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Third check - green
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Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MATH

C*5 Identify numerals 1000 to 9999	
C10 Read 3- and 4-digit numerals	
C*22 Identify number words to 9999	
C26 Identify place value of a given digit in a 4-digit numeral	
C*58 Add two or three 3-digit numbers with and without regrouping	
C*65 Subtract 2-digit numbers with and without regrouping	
C*67 Subtract 3-digit numbers with and without regrouping	
C*70 Multiply 2 numbers using basic facts through 5 x 9	
C*75 Divide 2 numbers using basic facts through 45 ÷ 9.	
C*145 Identify the value of a set of coins through $1.00 (pennies, nickels, dimes, quarters)	
C*146 Make change for $1.00	

● No sign of this

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CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MATH (Page 2)

C*147 Identify the correct time using pictures of clocks showing a specified time to the quarter hour	
C*150 Measure using 1/2 inch	
C*153 Indicate the volumn of a given container to the nearest cup, pint, quart, gallon, milliliter, liter.	
C*175 Solve addition, subtraction, multiplication and division word problems by whole numbers	

● No sign of this

/ Is beginning to model this

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X Does almost always

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Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - ENGLISH

C33 Produces lower case letters from memory	
C34 Produces upper case letters from memory	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
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Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - ENGLISH

C346 Write complete declarative sentence	
C347 Write complete interrogative sentence	
C*357 Arrange simple sentences in sequential order	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
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Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - HEALTH

C11 Select wholesome snacks	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

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Second check - blue
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Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - ART

C1 Produce drawings to create recognizable images	
C5 Produce a three-dimensional object from plastic material (i.e., modeling clay or paper)	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - READING

C*33 Recognize antonymns and synonymns in words	
C42 Recognize words on a word list for reading instruction and on vocabulary list for reading functional literacy skills (difficulty increases)	
C44 Recognize words and phrases from basic reading texts (basal list, language experience stories, etc.) (difficulty increases)	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

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Second check - blue
Third check - green
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Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - READING

C*33 Recognize antonyms and synonyms in words	
C*42 Recognize words on a word list for reading instruction and on vocabulary list for reading functional skills (difficulty increases)	
C*43 Recognize sight words and phrases from language experience stories and in directions within the school environment	
C44 Recognize words and phrases from basic reading texts (basal list, language experience stories, etc.) (difficulty increases)	
C*60 Match words and phrases with their literal meanings (difficulty increases)	
C*61 Follow written directions	
C*63 Determine sequence in written materials	
C*64 Identify main idea - explicit	
C*66 Identify supporting details - explicit	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

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CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - READING (Page 2)

C*70 Draw/support conclusions	
C*81 Identify character traits, motives and feelings	
C*87 Alphabetize to second letter to locate information	
C*105 Identify table of contents of a book	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MUSIC

C1 Respond to a basic beat	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

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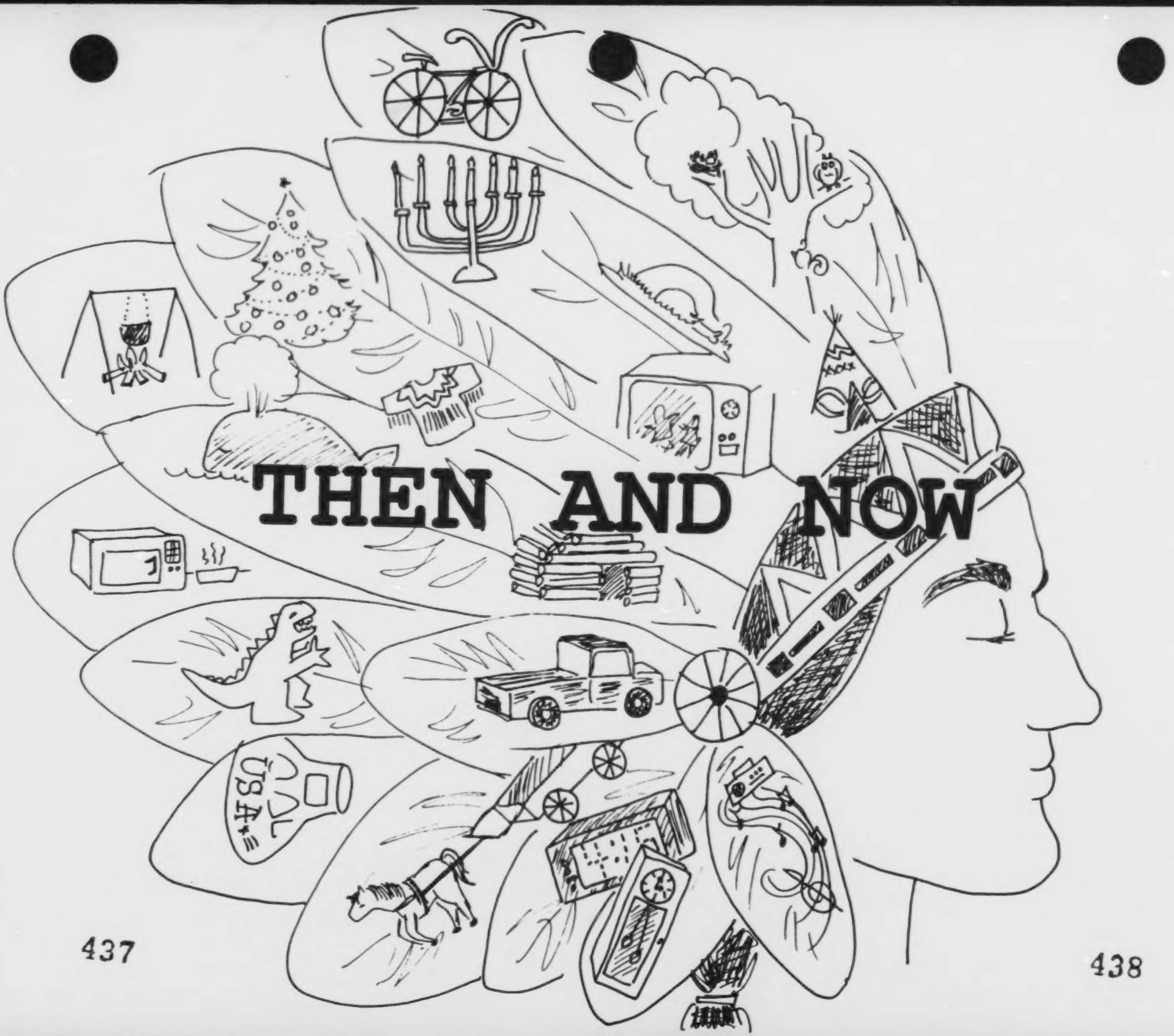
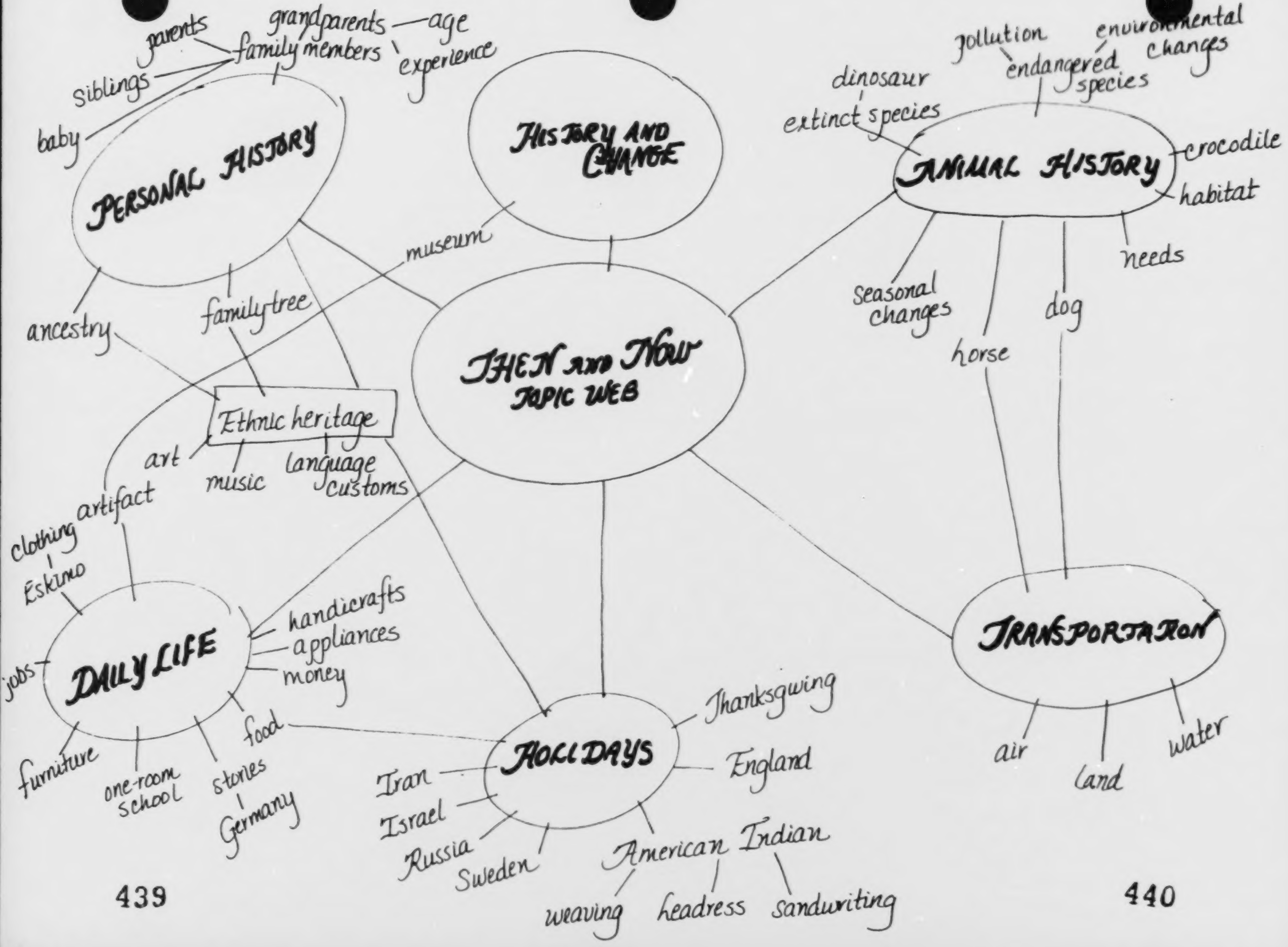
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

THEN AND NOW




THEN and NOW
TOPIC WEB
PERSONAL HISTORY
family members
parents
siblings
baby
grandparents
age
experience
ancestry
family tree
Ethnic heritage
art
music
language
customs
HISTORY AND CHANGE
museum
ANIMAL HISTORY
extinct species
dinosaur
endangered species
pollution
environmental changes
crocodile
habitat
needs
seasonal changes
horse
dog
DAILY LIFE
artifact
clothing
Eskimo
jobs
handicrafts
appliances
money
food
furniture
one-room school
stories
Germany
HOLIDAYS
Thanksgiving
England
Iran
Israel
Russia
Sweden
American Indian
weaving
headress
sandwriting
TRANSPORTATION
air
land
water

TITLE OF UNIT Then and Now

GENERAL GOALS TO GUIDE PLANNING:

1. KNOWLEDGE
   - a) Knowledge of self
   - b) Knowledge of others
   - c) Math concepts and systems
   - d) Knowledge of the physical world
   - e) Knowledge of cultures
   - f) Knowledge of the linguistic world
   - g) Knowledge of the biological world
   - h) Knowledge of the technical world
   - i) Knowledge of the arts & artifacts
   - j) Knowledge of past
   - k) Concept of the future
2. SKILLS
   - a) Creative thinking
   - b) Logical thinking
   - c) Physical control
   - d) Interaction & Communication
   - e) Visual form-making
   - f) Self-help
   - g) Musical
   - h) Artistic
   - i) Metacognitive processing
   - j) Decision making
   - k) Technology application
   - l) Problem solving
   - m) Stress management
   - n) Expression of ideas, feelings, and knowledge
3. ATTITUDES & DISPOSITIONS
   - a) Independence
   - b) Curiosity
   - c) Openness
   - d) Autonomy
   - e) Confidence in problem solving
   - f) Eagerness to learn new things
   - g) Appreciation for the fine arts
   - h) Persistence to overcome adversity
   - i) Flexibility
   - j) Appreciation for beauty and harmony
   - k) Appreciation of other cultures
   - l) Respect for self and others
   - m) Appreciation of cooperation
   - n) Personal sense of morality
   - o) Responsibility
4. FEELINGS
   - a) Trust
   - b) Concern for others
   - c) Competence & self worth
   - d) Positive feelings toward learning
   - e) Feeling that mistakes are a worthwhile component of the problem-solving process
   - f) Feelings of safety and security
   - g) Feelings of personal effectiveness
   - h) Feelings of inter-connectedness
   - i) Sense of meaning and purpose

METHODS OF EVALUATION:

(PA) Product Analysis
(ECS) Experience Chart Summary
(UT) Unit Test
(CCF) Checkout Card File
(C) Checklist
(P) Photographs
(IT) Informal Test
(WC) Writing Checklist
(O) Observation
(V) Videotape
(AR) Anecdotal Record
(RC) Reading Checklist
(L) Listening
(PF) Portfolio
(SSC) Social Skills Checklist
(MC) Math Checklist
(AT) Audio Tape

UNIT GOALS FOR THEN AND NOW

KNOWLEDGE

a. The children will develop a concept of past, present, and future.
b. The children will begin to understand the role of museums in preserving history.
c. The children will begin to understand that past events affect life today.
d. The children will develop a beginning awareness of various periods of history.
e. The children will develop an awareness of their own personal history and of the effects of time, growth, and the maturational process in causing physical and emotional changes.
f. The children will begin to understand the connections of people in this country with those of other countries.
g. The children will begin to understand the concept of continuous change.
h. The children will learn about the effects of science and technology in afecting and shaping change.
i. The children will learn about the relationship of skill development to the needs of the times.
j. The children will begin to understand the role played by language in creating communities and other social groups.
k. The children will learn some words from another language.
l. The children will learn about the effects of change on the lives of animals and plants on our planet.
m. The children will find out how the roles of children have changed over time.
n. The children will begin to develop a concept of the role of improved transportation and travel in shaping the nature and future of the world community.

o. The children will learn about various holidays and celebrations as they are observed in various societies.
p. The children will learn to identify questions that can guide study of a topic.
q. The children will learn to identify the names and locations of selected countries.
r. The children will learn to recognize some symbols important to cultural celebrations.
s. The children will expand their understanding and use of words.
t. The children will begin to understand steps of the scientific process.
u. The children will expand their knowledge of words and word structure.

SKILLS

a. The children will improve skills of research and inquiry.
b. The children will continue to use writing and speaking skills to communicate their knowledge in relation to a variety of topics, projects, and activities.
c. The children will use writing to clarify their thoughts on a variety of topics.
d. The children will use many techniques to organize and present information.
e. The children will use a variety of tools to conduct investigations of physical and social phenomena.
f. The children will apply map-reading and globe skills in identifying countries important to the study of their personal histories and to study the origins of various celebrations.
g. The children will use graphs, charts, and written forms to summarize data related to a variety of topics.
h. The children will improve writing and spelling skills as they use the writing process throughout the unit.
i. The children will improve conversational skills through much practice.
j. The children will improve reading skills by using reading throughout the unit for gaining information, for pleasure, and for sharing the results of inquiry.
k. The children will improve skills of measuring time through use of a variety of techniques and devices.
l. The children will use skills of interviewing to find out about topics within the unit.
m. The children will use skills of analysis and comparison to relate literary details to real-life details, to compare and contrast elements of stories read, and to determine sequence of events.
n. The children will use analytical, discussion, and summary skills in relation to historical literature.
o. The children will apply sensory skills to the study of a variety of objects.
p. The children will use the steps of the scientific process to conduct an experiment.

ATTITUDES AND DISPOSITIONS

a. The children will develop an interest in and appreciation for history as an academic discipline.
b. The children will develop an appreciation for traditions and customs practiced in their own families and a tolerance for the traditions and customs of others.
c. The children will develop an appreciation for the value of age and experience as it relates to a study of the past.
d. The children will develop an appreciation of their own accomplishments to the present time.
e. The children will develop an interest in research as a way of finding out about things.
f. The children will develop an appreciation for the tools of our society which make it easier for us to do our work and study.
g. The children will begin to develop a sense of awareness of the value of knowledge and skills in producing personal satisfaction and feelings of accomplishment.
h. The children will begin to appreciate the role of prediction, brainstorming, webbing, and other techniques for formulating thoughts and knowledge prior to investigation.
i. The children will develop a sense of responsibility for the living things on our planet.
j. The children will show an interest in the use of natural materials.
k. The children will develop an attitude of openness to new people and customs.

FEELINGS

a. The children will develop a sense of connectedness to their ancestors and other people who lived in the past.
b. The children will express pleasure and joy in their own successes.
c. The children will begin to feel that mistakes are an important part of the problem-solving process and not something to be avoided.

d. The children will feel good about sharing their ideas and feelings in various groups.
e. The children will begin to develop a feeling of connectedness for people of other countries in the world.

EMERGING CONCEPTS

Emphasis: Historical Times

1. Many things change with time.
2. Time is measured.
3. People can do different things in the same length of time.
4. Many things are different now than they were in the near past.
5. Many things are different now than they were in the distant past.
6. Things that are fifty years old or older are called antiques.
7. Objects that tell us something about a time are called artifacts.
8. A museum is a place where artifacts are kept and conserved.
9. Finding out about the past is like solving a mystery.
10. The processes used in making objects were different long ago than they are now.
11. Many skills and crafts of long ago are mastered by only a few people today.
12. There are different periods of history: Prehistoric times (when dinosaurs roamed the earth); the time of Early Man (when people lived in caves); Ancient times (when the Egyptians and Romans built large cities); the Middle Ages (a time of kings and castles); the Renaissance (when men used Science to find out about the world); the Industrial Revolution (when the invention of machines changed ways of doing work); and Modern times (when transportation and communication have made our world seem very small).

Emphasis: Family and Personal History

13. Many of our grandparents lived during the Industrial Revolution; we and our parents have lived in Modern times.
14. People in our family who lived before us are called our ancestors.
15. Each person has a special personal history; our family history includes all the things that have happened to our parents, grandparents, and other ancestors.
16. Some of our ancestors first lived in other countries far away.
17. The things done regularly in our own families are called family customs.
18. Many family customs were first started by ancestors in other countries.
19. The oldest people in our family usually know the most about the history of the family.

Emphasis: Daily Life

20. When our grandparents and great-grandparents were little some schools were very small.
21. Children in the past often attended one-room schools.
22. Our grandparents or great-grandparents may have walked or ridden a horse to school.
23. Teachers in one-room schools taught every subject and every grade.
24. Teachers and children in schools long ago used slates and chalk to write on.
25. Writing long ago was often done with a turkey-quill pen and ink.
26. Teaching today is sometimes done through satellites and computers.
27. Homes today usually have indoor plumbing, central heat, and sometimes air-conditioning; homes long ago did not have these things.
28. At one time there were no televisions, radios, movies, or VCR's for entertainment; instead children made home-made games and read books for enjoyment.
29. Children long ago did not have much time for play because they had many chores to keep them busy.
30. The games played by children of long ago were sometimes the same and sometimes different than the games we play today.
31. Schools and games of the future may be different than those today.
32. Long ago people designed and made their own clothes.

33. We have more choice of clothing today because of many mechanical inventions.
34. In very early times people had to find their own food in the wild.
35. Plants and animals found in the areas near people's homes were once the main source of food.
36. People once preserved their own food to use during the winter when it was hard to find.
37. Most people today can easily buy the food they need.
38. Some people in Africa still do not have enough to eat.
39. Modern technology has taught us many new ways to preserve our food.
40. We can learn many things about the past from older people.
41. One way to preserve memories of the past and things that happen now is to write stories or books about them.

Emphasis: Transportation History

42. We can notice how different transportation changes over time.
43. Transportation has changed a great deal since our great-grandparents were children.
44. An investigation about a topic or theme is called research.
45. Thinking of questions we would like to answer can help guide our investigation of a theme like "transportation."
46. We can use many resources to help us find out about things: people, books, museums, objects and artifacts, magazines and newspapers, tools, pictures and films, tape recordings, music and art, letters and documents, etc.
47. Everything we learn makes us want to know more.
48. We can use many tools to help us in our historical research: paper, pencils, and computers for writing down and drawing things; tape recorders to record what people say and what we notice about things; cameras and film to take pictures of people we talk with; art materials to make pictures, charts, posters, and timelines of things we find out; and sometimes math and science tools to study details of things.
49. Transportation today is faster and more convenient than ever before.
50. Long ago there were no paved roads, no airplanes, no automobiles, and no trains; horses and walking were the best ways to travel.
51. Some vehicles were invented before others.

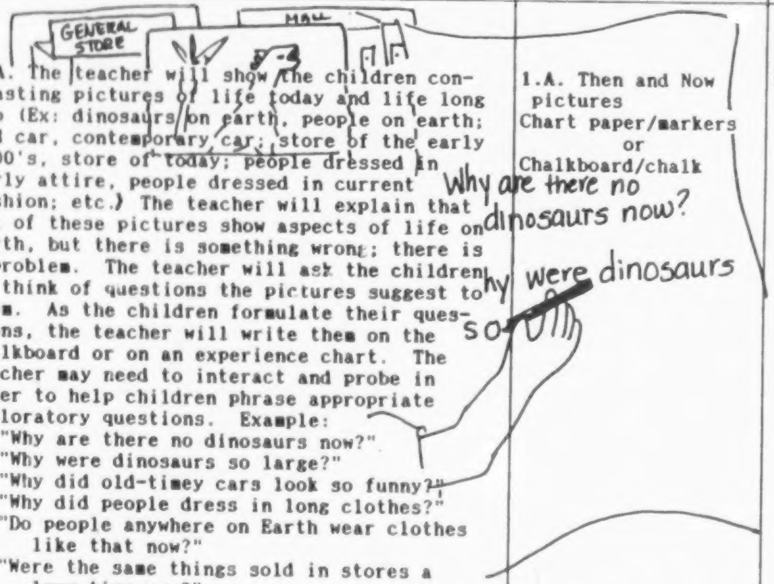
Emphasis: Holidays and Celebrations

52. There are many kinds of people living in different places in the world.
53. All people, though different, are equally unique, important, and valuable.
54. Because people can travel easily today, they can get to know people and places from everywhere.
55. It is important that we learn as much as we can about other people in the world so that we can get along with them better.
56. We can know much about people by studying how they celebrate.
57. The globe is the home for all people.
58. We have special holidays and celebrations in our country.
59. Other countries have special holidays and celebrations.
60. People in different countries speak different languages.
61. In some countries people speak more than one language.
62. There are people in the United States who speak almost all of the different languages of the world.
63. If we speak other languages we can better understand other people.
64. We can all learn some words from another language.
65. Maps and globes help us understand where different places on the earth are located.
66. People in other countries have special artifacts and customs just like we do.
67. Holidays are often celebrated using special objects, foods, and rituals.
68. Rituals are things we do over and over.
69. We can learn more about the customs and rituals in our own families by studying about other countries.

Emphasis: Animal History

70. Animals change over the years and have a history just as people do.
71. Dinosaurs were only one type of prehistoric animal.

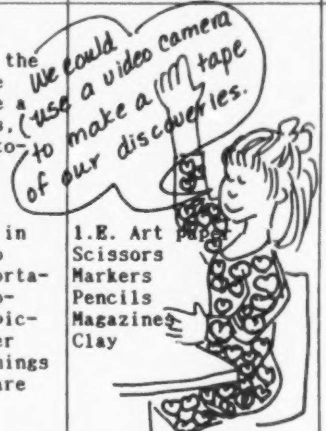
72. Some animals have become extinct; extinct animals are no longer alive on Earth.
73. Dinosaurs are one of the animals that lived on Earth millions of years ago.
74. Animals need water, food, and shelter to survive.
75. Many animals get their food differently today than they did in early times.
76. The roles of animals are different today than they were long ago.
77. Some animals are used for food.
78. Habitats, the places where animals live, change over time.
79. The ways animals are kept in captivity are different today than they were long ago.
80. Wildlife laws are constantly changing.
81. Animals are used to help others.
82. Endangered animals are those that could become extinct if they are not protected by man.
83. Different animals are endangered now than were endangered many years ago.
84. Animals are necessary to the health and happiness of people.
85. It is up to people, who are better thinkers and planners, to plan for ways to protect the health and existence of animals.

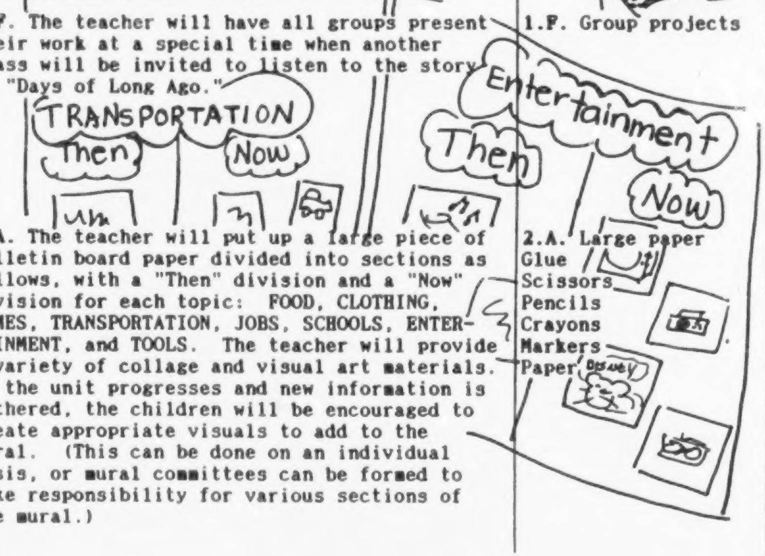


Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Emphasis: Introduction						
1. Then and Now Introduction and Summary	1.A. The children will develop questions to guide a study of life today and life long ago.	1.A. R.1,2,3,4,9, 115$_1$ E.300$_2$ E.*185 R.115$_3$	1.A. E.*185 SS.42 R.115$_1$ E.*185 SS.42 R.115$_2$ SS.42 R.115$_3$	1.A. The teacher will show the children contrasting pictures of life today and life long ago (Ex: dinosaurs on earth, people on earth; old car, contemporary car; store of the early 1900's, store of today; people dressed in early attire, people dressed in current fashion; etc.) The teacher will explain that all of these pictures show aspects of life on earth, but there is something wrong; there is a problem. The teacher will ask the children to think of questions the pictures suggest to them. As the children formulate their questions, the teacher will write them on the chalkboard or on an experience chart. The teacher may need to interact and probe in order to help children phrase appropriate exploratory questions. Example: "Why are there no dinosaurs now?" "Why were dinosaurs so large?" "Why did old-timey cars look so funny?" "Why did people dress in long clothes?" "Do people anywhere on Earth wear clothes like that now?" "Were the same things sold in stores a long time ago?"	1.A. Then and Now pictures Chart paper/markers or Chalkboard/chalk	1.A. O ECS
	1.B. The children will describe what they already know about the difference in the past and the present.	1.B. R.3,4,9$_1$ E.299,300, 355$_2$ E.316$_3$		1.B. The teacher will ask the children what they know about the terms "...a long time ago" and "...in the past?" What do we mean by those terms, and how do we think the past was different than the present? The children will suggest more questions to be added to the list.	1.B. Children's list	1.B. ECS
	1.C. The children will each write about a question they might answer.	1.C. E.C33,C34$_1$ E.38,39,300$_2$ R.C*61$_3$	1.C. E.38,39,352 R.C*61 H.24$_1$ R.C*61 H.24$_2$ H.24$_3$	1.C. The teacher will ask each child to select a question they might like to know more about. Each child will be asked to write a short reaction to the question, telling: 1. what you think you know about the question; 2. what you want to find out; 3. where you might find answers to the question.	1.C. Paper Pencils	1.C. PA

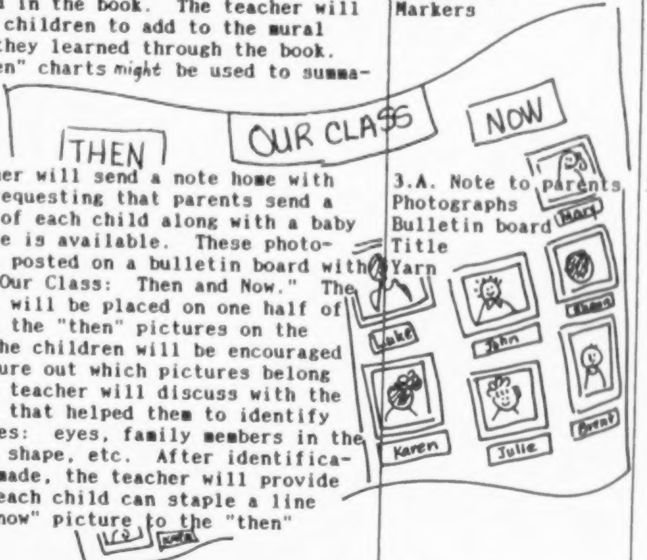
Unit Title Then and Now Page 8

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	1.D. The children will describe a variety of ways to present their information.		1.D. H.22$_1$ H.22,35$_2$ H.22$_3$	1.D. The teacher will brainstorm with the children various ways they can share with the class the information they found out. The teacher will encourage children to include a variety of techniques: writing narratives, drawing posters, making models, using photographs and magazine pictures, using tape recordings of people they interview, etc.		1.D. O PF PA
	1.E. The children will work in small groups to compile information and organize it in creative ways.	1.E. R.115$_1$ R.115$_2$ R.115$_3$	1.E. H.22 R.115$_1$ R.115$_2$ R.115$_3$	1.E. The teacher may ask children to work in small groups to present their findings, so that all those who researched "old transportation" and "new transportation" can work together. The teacher will emphasize that pictures and words help to tell a story better than words alone. Models can show some things drawings can't; drawings and photographs are better for sharing other things.	1.E. Art Paper Scissors Markers Pencils Magazines Clay	1.E. PA
	1.F. The children will participate in a program: "Days of Long Ago."		1.F. H.20$_1$ O.C1,18,C20 H.20$_2$ O.C1,17,18, C20 H.20$_3$	1.F. The teacher will have all groups present their work at a special time when another class will be invited to listen to the story of "Days of Long Ago."	1.F. Group projects	1.F. O L AR
2. Then and Now Mural	2.A. Throughout the unit the children will add parts to a large wall mural showing various components of the theme, "Then and Now."	2.A. R.2,4,115 E.1,3,4,253 OC.46$_1$ R.40,115$_2$ R.115$_3$	2.A. R.115$_1$ R.115$_2$ R.115$_3$	2.A. The teacher will put up a large piece of bulletin board paper divided into sections as follows, with a "Then" division and a "Now" division for each topic: FOOD, CLOTHING, HOMES, TRANSPORTATION, JOBS, SCHOOLS, ENTERTAINMENT, and TOOLS. The teacher will provide a variety of collage and visual art materials. as the unit progresses and new information is gathered, the children will be encouraged to create appropriate visuals to add to the mural. (This can be done on an individual basis, or mural committees can be formed to take responsibility for various sections of the mural.)	2.A. Large paper Glue Scissors Pencils Crayons Markers Paper	2.A. PA O


We could use a video camera to make a tape of our discoveries.



Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	2.B. The children will listen to the story The Sky was Blue by C. Zolotow.	2.B. R.62,114_1 R.114_2 R.C*64,C*66, C*70,114_3	2.B. R.C*64,C*66, C*70,114_1 R.C*64,C*66, C*70,114_2 R.114_3	2.B. The teacher will read the book to the children, and then direct a discussion of the book, encouraging children to notice similarities and differences related to the various times depicted in the book. The teacher will encourage the children to add to the mural those things they learned through the book. "Now" and "Then" charts *might* be used to summarize points.	2.B. Book, The Sky was Blue by C. Zolotow Chart paper Markers	2.B. O
Emphasis: Daily Life						
3. Our Class: Then and Now	3.A. The children will bring to school pictures of themselves now and as babies and will compare the pictures.	3.A. R.4_1 R.40_2	3.A. H.21_1 H.21_2 H.21_3	3.A. The teacher will send a note home with the children requesting that parents send a current photo of each child along with a baby picture, if one is available. These photographs will be posted on a bulletin board with the caption, "Our Class: Then and Now." The "now" pictures will be placed on one half of the board, and the "then" pictures on the other half. The children will be encouraged to try and figure out which pictures belong together. The teacher will discuss with the children clues that helped them to identify different babies: eyes, family members in the pictures, face shape, etc. After identification has been made, the teacher will provide yarn, so that each child can staple a line from his/her "now" picture to the "then" picture.	3.A. Note to parents Photographs Bulletin board Title Yarn	3.A. O L
	3.B. The children will take home a questionnaire and return it completed.		3.B. H.21_1 H.21_2 H.21_3	3.B. The teacher will send home a note requesting the following biographical information about each child: 1. first, middle, and last name; 2. why the name was chosen; 3. nickname of the child; 4. place of birth; 5. weight and length at birth; 6. parents' and grandparents' names; 7. country/countries of origin of ancestors, if known. A letter to the parents will explain the purpose of the project and will encourage parents to share their questionnaire responses with the child.	3.B. Questionnaire	3.B. O PF



Unit Title Then and Now

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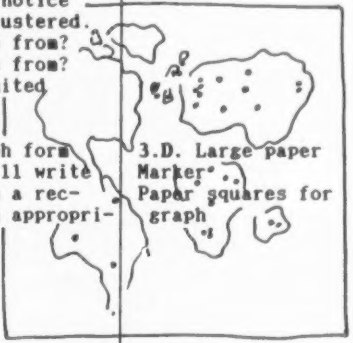
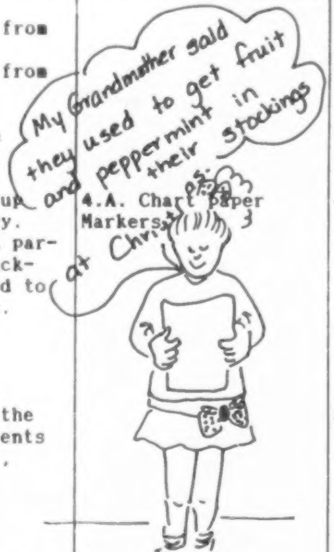
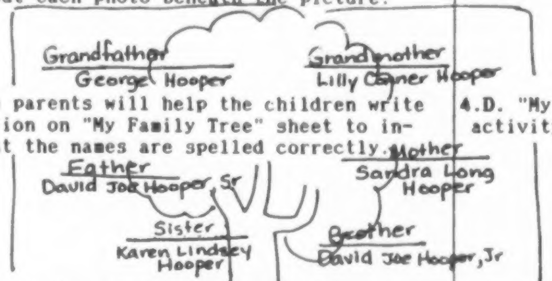
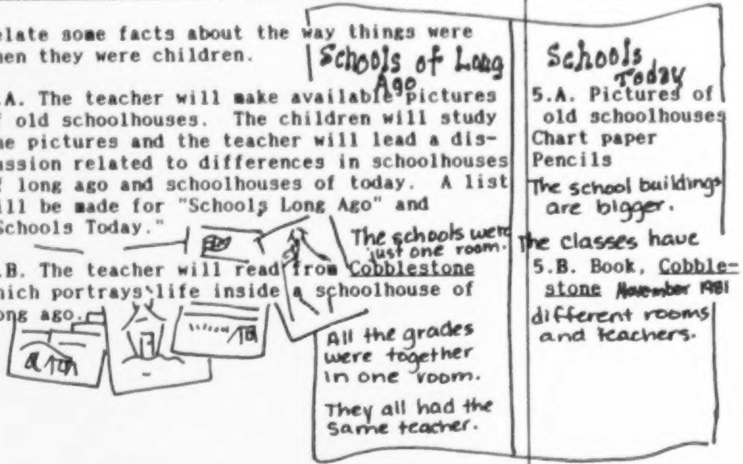
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				The teacher will provide children with the following questionnaire for the parents to fill out. Children with available grandparents will take home one for them, too. 1. What was your favorite book in elementary school? 2. Do you remember your first grade teacher's name? If so, what was it? 3. What is one memory you have of first grade? 4. What was your favorite TV show when I was your age? Parents will be encouraged through an accompanying letter to share with the child the information they provided. Grandmother, what was your favorite book in elementary school? well.... Now let me think....		
	3.C. The children will locate the country from which their ancestors originated on the map or globe.	3.C. R.C*70$_3$	3.C. R.C*70$_1$ R.C*70$_2$	3.C. Using both a map and a globe, the teacher will ask children to locate the places from which their parents told them their ancestors came. Each child will be given a colored pin to mark the place on the map (or cork globe). The teacher will ask the children to notice whether any of the pins seem to be clustered. Which countries do many children come from? Which countries do most children come from? Which countries are closest to the United States? Which are farthest away? 	3.C. Questionnaires Maps Globe Pins	3.C. L
	3.D. The children will write the name of each country of their ancestry on separate pieces of paper.	3.D. E.C33,C34$_1$	3.D. M.C241, C*250$_1$ M.C241, C*250$_2$ M.C241,C244, C*250$_3$	3.D. The teacher will provide a graph form drawn on large paper. Each child will write the name of his/her of birth on a rectangle of paper and glue it under an appropriate heading on the graph.	3.D. Large paper Marker Paper squares for graph	3.D. O PA
	3.E. The children will read and compare data recorded on two graphs, and write a summary of their conclusions.	3.E. E.38,39$_2$	3.E. M.C241,C*250 E.38,39,82, 83$_1$ E.82,83 M.C*241, C*250$_2$	3.E. The teacher will have the children prepare a summary of data to display with each graph. Selected children will use invented spelling to summarize data: 1. The country most of our ancestors came from. 2. The number of children with ancestors from that country.	3.E. Paper Pencils	3.E. PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			E.43,44,82, 83 M.C241,C244, C*250$_3$	3. The number of children with ancestors from other countries. 4. The city with births of most children from our class. 5. Numbers of births from other cities. 6. The child born the farthest from where s/he lives now.		
4. Family Tree Project	4.A. The children will interview parents and grandparents to obtain information about their nationalities and heritage.	4.A. R.3$_1$ R.C*60$_3$	4.A. R.C*60 E.77$_1$ R.C*39,C*60 E.77$_2$ R.C*39 E.76,77$_3$	4.A. The teacher will help children look up heritage and nationality in the dictionary. They will make a list of questions to ask parents to obtain information about their background. This can be copied for each child to use as a guide for grandparent interviews.	4.A. Chart paper Markers	4.A. PF
	4.B. Children will obtain stories from grandparents about their early life.		4.B. SS.42$_1$ SS.42$_2$ SS.42$_3$	4.B. The teacher will let children share the stories they obtained from their grandparents about how they celebrated holidays, foods, dress, etc., when they were young.		4.B. SSC L
	22.C. The children will create album pages.	4.C. R.7$_1$ R.40$_2$	4.C. E.352$_1$ E.352$_2$ E.352$_3$	4.C. The teacher will copy family pictures from old family albums and will write information about each photo beneath the picture.	4.C. Old photos Copies of old photos	4.C. PA
	4.D. The children will write the names of their family members on a family tree (child's name, father's, mother's, grandparent's name)	4.D. OC.46 E.51$_1$ E.*148$_2$	4.D. E.*148,*156$_1$ E.*156$_2$ E.*156$_3$	4.D. The parents will help the children write information on "My Family Tree" sheet to insure that the names are spelled correctly.	4.D. "My Family Tree" activity	4.D. PA
	4.E. The children will make a presentation to the class about their family history.	4.E. R.3$_1$	4.E. H.20,C23$_1$ H.20,C23$_2$ H.20,C23$_3$	4.E. The teacher will allow the children to present their family tree and the information they have gathered to the class. The children may want to bring some of the family members with them on their presentation day. The grandparents or parents might be willing to	4.E. Material obtained from home project	4.E. L


My Grandmother said they used to get fruit and peppermint in their stockings at Chri


Grandfather
George Hooper
Grandmother
Lilly Conner Hooper
Father
David Joe Hooper, Sr
Mother
Sandra Long Hooper
Sister
Karen Lindsey Hooper
Brother
David Joe Hooper, Jr

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				relate some facts about the way things were when they were children.		
5. The One-Room	5.A. The children will compare characteristics of schools long ago and schools today.	5.A. R.3,4_1 R.40_2 R.C*70_3	5.A. R.C*70_1 R.C*70,C*71_2 R.C*71_3	5.A. The teacher will make available pictures of old schoolhouses. The children will study the pictures and the teacher will lead a discussion related to differences in schoolhouses of long ago and schoolhouses of today. A list will be made for "Schools Long Ago" and "Schools Today."	5.A. Pictures of old schoolhouses Chart paper Pencils	5.A. ECS
	5.B. The children will listen to a story about an old schoolhouse.	5.B. R.C*64,C*66, C*70_3	5.B. R.C*64,C*66, C*70_1 R.C*64,C*66, C*70_2	5.B. The teacher will read from Cobblestone which portrays life inside a schoolhouse of long ago.	5.B. Book, Cobblestone November 1981	5.B. O
	5.C. The children will study a painting by artist Winslow Homer.	5.C. R.3,4,9,115 E.18_1 R.40 E.299_2	5.C. R.115_1 R.115_2 R.115_3	5.C. The teacher will show the children a print or picture of the painting "Snap the Whip" by Winslow Homer. The teacher will ask the children to describe what they see in the painting: what characters? what things? what colors? what shapes? what textures? The teacher will ask the children to discuss what might be happening. They might be asked to notice how the children are dressed. What time of year do they think the artist was trying to show in the painting? How does the painting make the viewer feel? All of the children's responses will be recorded on the chalkboard or on experience chart paper.	5.C. Painting, "Snap the Whip: by Winslow Homer Chart paper Marker	5.C. ECS
	5.D. The children will compose a story about a famous painting.	5.D. R.3,4,9_1	5.D. H.22 R.C*81_1 E.61 H.22 R.C*81_2 E.61 H.22 R.C*81_3	5.D. The teacher will have the children compose a group story about the painting, selecting details from the recorded data already derived. As the children dictate, the teacher will write the story on experience chart paper or on the chalkboard, encouraging the children to put details into their dictation by asking leading questions. If someone says, for example, that "There are boys running," the teacher will ask how many boys, how they were dressed, how they were running, etc. The	5.D. Painting, "Snap the Whip" by Winslow Homer	5.D. PA



Schools of Long Ago

The schools were just one room.

All the grades were together in one room.

They all had the same teacher.

Schools Today

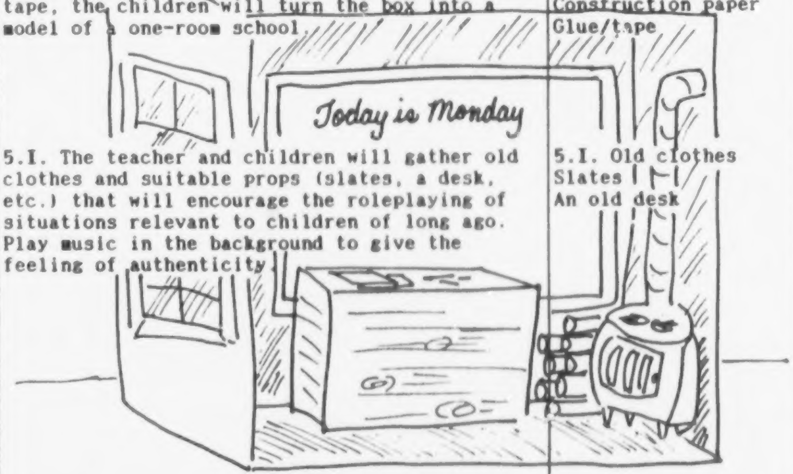
The school buildings are bigger.

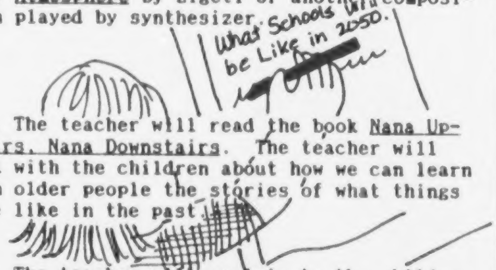
The classes have different rooms and teachers.

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				teacher will have available several passages that show how an author uses detail to create interest. The teacher will emphasize that words can make a story exciting. The reader wants to know more when the senses are made to feel what the writer feels. The teacher will ask the children to think about how the earth feels to the boys who have on shoes and how it feels to those who have no shoes. Then the children will be asked to put those feelings into words.		
	5.E. The children will play the game "Snap the Whip" and will describe their own sensory feelings.	5.E. R.4,9 E.340$_1$	5.E. H.20,21,22 PE.C196$_1$ H.20,21,22 PE.C196$_2$ H.20,21,22 PE.C196$_3$	5.E. The teacher will have the children go outside and will form groups of 10 or fewer children (with more active children grouped) together. If an open grassy surface is available, and the day allows, the teacher will have the children take off their shoes and run in a line with their hands joined, changing directions from time to time. (Slower children will be put in front of the line as leaders.) After a short period of play, the teacher will gather the children in one area and will have the children tell about their play. The conversation will be recorded, in order to capture the spontaneity of the immediate situation.	5.E. Tape player Blank tape Chart paper Markers	5.E. O ECS AT (audiotape)
	5.F. The children will edit and revise a story they are composing.	5.F. E.*356,*357, *360$_3$	5.F. E.*356,*357, *360$_1$ E.*356,*357, *360$_2$	5.F. The tape will be played back in the classroom, and after re-reading what they dictated, the children will select phrases they like, to add to their story. The teacher will talk with the children about how the artist captures a moment in time. The children will be given a chance to capture their own moments with their grandparents in the next part of the project.	5.F. Tape player Tape recording Chart paper Markers	5.F. PA
	5.G. The children will record their memories through writing/drawing.	5.G. R.4,115 E.27$_1$ E.38,39 R.115$_2$ A.C1 R.115$_3$	5.G. R.115 E.38,39$_1$ R.115$_2$ E.43,44 R.115$_3$	5.G. The teacher will make available plain paper, markers, and other materials to be used in making books about their experiences with grandparents or older friends.	5.G. Plain paper Markers Pencils	5.G. PA

Unit Title Then and Now

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	5.H. The children will construct a model of a one-room school.	5.H. E.1,2,3,4_1	5.H. H.22 PE.$C196_1$ H.22 PE.$C196_2$ H.22 PE.$C196_3$	5.H. The teacher will provide a large stove or refrigerator box. Using paints, paint brushes, markers, construction paper, glue, and tape, the children will turn the box into a model of a one-room school.	5.H. Large box Paints/paint brushes Markers Construction paper Glue/tape	5.H. O PA
	5.I. The children will act out situations related to the one-room school.		5.I. H.21 SS.42 A.C27,C28, $C29_1$ H.21 SS.42 A.C27,C28, $C29_2$ H.21 SS.42 A.C27,C28, $C29_3$	5.I. The teacher and children will gather old clothes and suitable props (slates, a desk, etc.) that will encourage the roleplaying of situations relevant to children of long ago. Play music in the background to give the feeling of authenticity.	5.I. Old clothes Slates An old desk	5.I. O
	5.J. The children will produce a skit for another class.		5.J. H.22_1 H.22 O.C18,C20, $C31_2$ H.22 O.C18,C20, $C31_3$	5.J. The teacher will observe the children's play and will select several scenes that might be expanded for presentation to another class: i.e., older children working with younger ones, teacher with a ruler or rod, children playing games together, etc.	5.J. Student-made classroom	5.J. O
	5.K. The children will discuss the origins of change in the schools.	5.K. R.3,4_1	5.K. OC.$C34_2$ OC.$C34_3$	5.K. After the other class has seen the skit, the teacher will discuss what has changed about school since long ago, and reasons why those changes might have come about.	5.K. Videotape from previous assessment	5.K. L O



Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	5.L. The children will predict what the schools might be like when they have grandchildren.	5.L. R.4,115$_1$ R.115$_2$ R.115$_3$	5.L. R.115 E.83,352$_1$ R.115 E.83,352$_2$ R.115 E.83,352$_3$	5.L. The teacher will ask the children to imagine that they are sixty years older and have grandchildren. They will draw and write about "What the Schools Will be Like in 2050." Play Atmosphere by Ligeti or another composition played by synthesizer.  What Schools Will be Like in 2050.	5.L. Paper Pencil Recording of Ligeti's Atmosphere or other synthesizer composition	5.L. PA PF
6. "Grand" Memory Book	6.A. The children will listen to a story about a grandparent.	6.A. R.3,113,114$_1$ R.113,114$_2$ R.113,114$_3$	6.A. R.113,114$_1$ R.113,114$_2$ R.113,114$_3$	6.A. The teacher will read the book Nana Upstairs, Nana Downstairs. The teacher will talk with the children about how we can learn from older people the stories of what things were like in the past.	6.A. Book, Nana Upstairs, Nana Downstairs by T. de Paola	6.A. O L
	6.B. The children will talk about a memory of something done with or shared by an older friend.	6.B. E.3,8,10$_1$		6.B. The teacher will explain to the children that our brain stores memories and that when we are children we store many pictures in our minds that become memories. The teacher will make a tape recorder available in the classroom. The children will be instructed to tape a memory of their grandparents or another older friend with whom they have spent time.	6.B. Tape recorder Blank tape	6.B. O L AT
	6.C. The children will make their own books.	6.C. E.31,C33,C34,48$_1$ E.37,38,39,148,149,150,183$_2$ E.344,C346,*357$_3$	6.C. E.37,38,39,148,149,150,183,184,251,344,C346,352,357,*360$_1$ E.184,344,C346,*357,*360$_2$ E.184,352,357,*360$_3$	6.C. The teacher will make available plain paper, glue, markers, staples, etc. in order that those children who select to do so might make books of "Memories With Grandfather," or "Grandmother," or "Mr. or Mrs. __________." Memories With Grandfather by Dana GLUE markers Pencils SCISSORS	6.C. Paper Pencils Crayons	6.C. PA

Unit Title Then and Now

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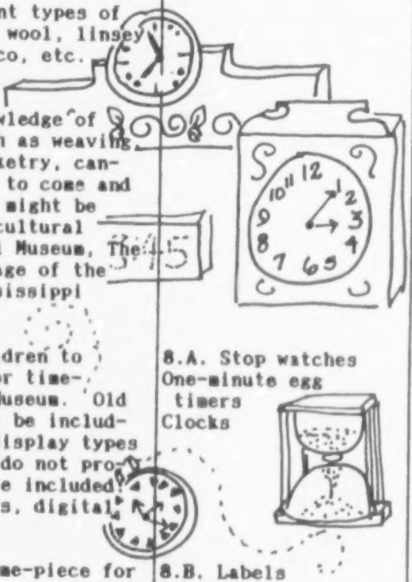
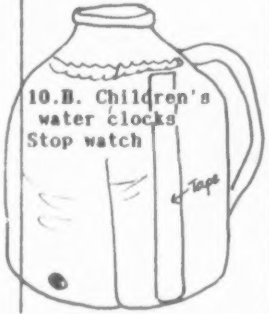
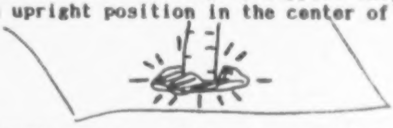
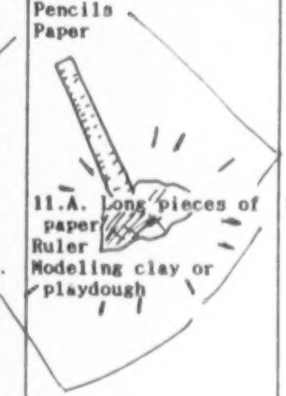
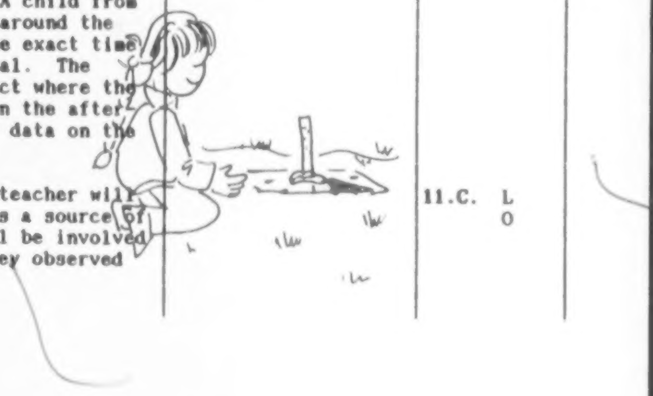
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	6.D. The children who make books will share them.	6.D. R.3,4_1 E.35,36,37, 38,39_2 R.C*63_3	6.D. H.C23 E.38,39 R.C*63_1 R.C*63_2 E.43,44,45, 46,47_3	6.D. Those children who select to make books will be given an opportunity to be the "Author of the Day" and will sit in a special chair (a rocking chair fits the scenario) and read their books to the class.	6.D. Memory books	6.D. L
	6.E. The children will evaluate the stories they hear.	6.E. R.113_1 R.113_2 R.113_3	6.E. R.113_1 R.113_2 R.113_3	6.E. Listeners will be encouraged to talk about the part of their friend's book they liked best and why. Books will be made available for SSR.	6.E. Memory books	6.E. L
7. A Class Museum	7.A. The children will bring to school from home old artifacts that their parents don't mind sharing.		7.A. H.21_1 H.21 OC.$C31_2$ H.21 OC.$C31_3$	7.A. The teacher will write a letter to the parents requesting that they provide old objects, pictures, etc., on which their child can act as the informed "expert." They will share with the child as much information as they can provide about the artifact, and the child will come to school and tell the other children what s/he has learned. The parents may be encouraged to write down this information so that the teacher can assist the child as necessary. (Parents should be cautioned not to send to school any item which is fragile and can be easily damaged.)	7.A. Paper Pencil	7.A. O
	7.B. The children will share the information learned with the class.	7.B. R.3,4_1	7.B. OC.$C34_2$ OC.$C34_3$	7.B. Using the artifact as a prop, the child will share any information that is available: where the object came from, how old it is, what the object is for, etc. The teacher will be careful not to take over the discussion from the child, but to assist only insofar as it helps the child have positive feelings about playing the role of "expert."	7.B. Artifacts from home	7.B. L

Once upon a Time

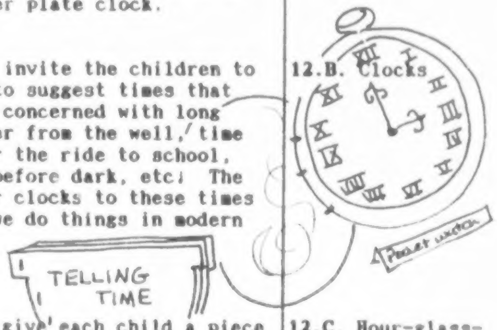
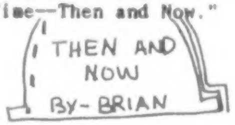
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	7.C. The children will display items in an appropriate way in the class "museum."	7.C. E.C33,C34$_1$ E.35,36$_2$	7.C. SS.42$_1$ SS.42$_2$ E.40,C41,42 SS.42$_3$	7.C. The teacher will supervise the setting up of a museum area into which artifacts will be placed after they have been shared orally. The teacher will ask each child to provide a label for the object, telling as much as possible about the finding, dating, and purpose as possible.	7.C. Artifacts from home Markers/pencils Paper Fabric sample Cotton balls Wool	7.C. PA
	7.D. The children will access the museum using available tools.	7.D. S.C32$_1$	7.D. SS.42$_1$ SS.42$_2$ SS.42$_3$	7.D. The teacher will provide magnifying glasses for the study of objects. The teacher will also add interesting items of historical significance. (Example: different types of fabric--cotton, refined wool, raw wool, linsey wool, silk, linen, corduroy, calico, etc. might be displayed.)	7.D. Magnifying glasses	7.D. O
	7.E. The children will express an interest in historical subjects when they are made available through visitors and field trips.		7.E. SS.42 H.20,21,22$_1$ SS.42 H.20,21,22$_2$ SS.42 H.20,21,22 OC.17$_3$	7.E. Craftspersons who have a knowledge of traditional crafts and skills such as weaving, quilting, knitting, spinning, basketry, candlemaking, etc., might be invited to come and share with the class, or children might be taken on a field trip to The Agricultural Museum, Florewood, The Old Capitol Museum, The Old Country Store, the Grand Village of the Natchez, and other historical Mississippi sites within school proximity.		7.E. O
8.A. The Clock Museum	8.A. The children will make a collection of time-telling devices for display and study.	8.A. R.1,2$_1$		8.A. The teacher will ask the children to bring in various kinds of clocks or time-devices for display in the Class Museum. Old broken clocks and clock parts will be included. The teacher will add to the display types of time-devices that the children do not provide to be sure that many types are included: stop-watches, one-minute egg timers, digital clocks, etc.	8.A. Stop watches One-minute egg timers Clocks	8.A. O
	8.B. Each contributor will make a label for the time-piece displayed.	8.B. R.1,2 E.C33,C34$_1$ E.35,36,38,39$_2$	8.B. E.38,39$_1$ E.C41,42,43,44,45,46$_3$	8.B. Each child who brings in a time-piece for the display will be asked to make a label for the item added to the collection. The labels might include: A name for the piece Approximate age Where acquired The name of the donor Interesting information about use or design	8.B. Labels Markers	7.B. O PA



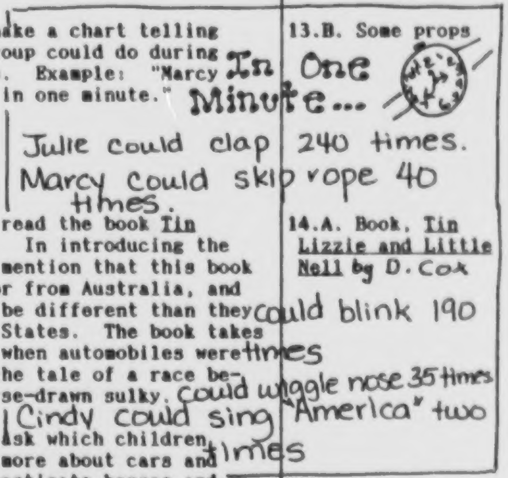
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	8.C. The children will listen to special visitors talk about clocks and telling time.		8.C. H.20,21,22$_1$ H.20,21,22$_2$ H.20,21,22$_3$	8.C. If possible, the teacher will invite a collector or repairer to come and show clocks, clock parts, etc., and tell about various types of clocks. A blind person might be invited to come and show a braille watch.		8.C. 0
9. Old Fashioned Clocks, Introduction	9. The children will listen to a discussion related to the history of time measurement.		9. S.42$_1$	9. The teacher will explain that through the ages people have been interested in telling time. Ancient people used sand clocks, water clocks, and sun dials as means of telling time.		9. 0
10. The Water Clock	10.A. The children will work in groups to construct simple water clocks.	10.A. OC.46 E.3$_1$	10.A. H.22$_1$ S.C43$_3$	10.A. The teacher will help groups of children make simple water clocks. Each group can use a gallon milk carton and tape a strip of masking tape vertically on the carton. The children, with adult help, will poke a small hole near the bottom of the carton, then tape over the hole. The children will hold the taped hole, fill their cartons with water, and take them outdoors.	10.A. Gallon milk cartons Masking tape Scissors Water  	10.A. PA 0
	10.B. The children will focus on the interval of time required for "one minute."	10.B. PE.C204$_3$	10.B. H.22$_1$ H.22$_2$ H.22$_3$	10.B. The teacher will ask each group to predict how many minutes it will take for their "water clocks" to empty. The teacher will give a signal for tape to be removed. The children will watch as the "water clocks" empty. The teacher will announce the time at thirty-second and minute intervals, and one member from each group will mark the level on the vertical tape. The teacher can discuss with the children whether one minute seems like a "long time" or not.	10.B. Children's water clocks Stop watch	10.B. 0
	10.C. The children will use a water clock to relate the concept of "one-minute" to the performance of individual skill tasks.	10.C. E.340$_1$	10.C. S.C43$_2$ S.C43$_3$	10.C. Back in the classroom the children can predict the numbers of times they can perform certain tasks (write their names, write numbers to 100, do deep knee bends, etc.) in one minute. The teacher can help the children decide on tasks, perform and time the tasks, and check their predictions.	10.C. Materials dependent on task	10.C. 0

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	10.D. The children will individually construct a bar graph to show prediction and measurement in relation to a one-minute interval.	10.D. M.239 E.23,340$_1$	10.D. M.C241, C*250$_1$ M.C241, C*250$_2$ M.C241,244, C*250$_3$	10.D. Another day, the teacher can again have children work with the "one-minute" time interval. The children should make predictions about how many times they can perform activities in a minute and show these predictions using one color on individual bar graphs. They can then perform the activity and show the actual number of times using a second number on the bar graph. Children can show and tell about their graph results.	10.D. Colored markers Crayons Pencils Paper	10.D. PA MC
11. The Sun Dial	11.A. The children will make sun dials.	11.A.	11.A. H.22$_2$ H.22 S.C43$_3$ H.22 S.C43$_4$	11.A. The teacher will organize the children into three or four groups to make sun dials. Each group will use a large piece of paper, ruler, and lump of modeling clay or playdough. The children will use the clay to support the ruler in an upright position in the center of the paper. 	 11.A. Long pieces of paper Ruler Modeling clay or playdough	11.A. O
	11.B. The children will use sun dials and record the shadow length at various times throughout the day.	11.B. M.17,27$_1$	11.B. S.C43$_2$ S.C43$_3$	11.B. The constructed sun dials will be taken outdoors in the morning and placed in a sunny spot. The teacher will ask the children to notice the shadow cast by the ruler of their sun dial, and to check each other's sun dials to see if there are variations. A child from each group will be asked to mark around the shadow of the ruler and record the exact time without moving or altering the dial. The children should be asked to predict where the shadows will be around noon and in the afternoon. They return and mark their data on the papers.	11.B. Sun dials Pen Pencil Paper 	11.B. PA L O MC
	11.C. The children will take part in a discussion of the sun and shadows.	11.C. E.340 S.C65$_1$		11.C. At the end of the day, the teacher will lead a discussion about the sun as a source of light and heat. The children will be involved in a discussion of the changes they observed in shadow lengths and positions.		11.C. L O

Unit Title **Then and Now** Page 20

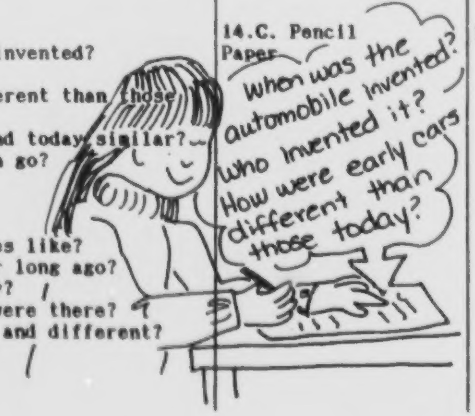
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
12. Lots of Clocks	12.A. The children will look at pictures of various time-pieces and then will make paper clocks with "old-fashioned" details.	12.A. E.1,2,3,4, 29$_1$	12.A. H.20$_1$ H.20$_2$ H.20$_3$	12.A. The teacher will show or draw pictures of colonial and pioneer time-pieces--pocket watches, grandfather clocks, and mantle or wall clocks. Each child will be shown how to make a paper plate clock in an "old-fashioned" style by adding paper parts or details to the usual design for a paper plate clock.	12.A. Pictures of various colonial and pioneer time-pieces Paper plates	12.A. PA O
	12.B. The children will show paper-plate clocks and tell about procedures they used in putting special details on their clocks, and what happens at the time to which their clock is set.	12.B. R.3,4,9,115$_1$ R.115$_2$ R.115 E.124$_3$	12.B. R.115 E.124$_1$ R.115 E.124$_2$ R.115$_3$	12.B. The teacher will invite the children to show their clocks and to suggest times that people might have been concerned with long ago: time to draw water from the well, time to saddle the horse for the ride to school, time to light candles before dark, etc. The children will set their clocks to these times and to times at which we do things in modern times. 	12.B. Clocks	12.B. O L PA
	12.C. Each child will write and draw a page for a clock and time book.	12.C. R,4,8,9,115$_1$ E.38;39 R.115$_2$ R.115$_3$	12.C. E.38,39,352 R.115$_1$ E.352 R.115$_2$ E.43,44,352 R.115$_3$	12.C. The teacher will give each child a piece of paper cut into an hour-glass shape. Each child will write and illustrate a page for a class book on "Telling Time--Then and Now." 	12.C. Hour-glass-shaped paper Pencil Pen	12.C. PA
13. The Stopwatch	13.A. The children will listen as the teacher reads a book about a stopwatch and then will work in groups to time activities with a stopwatch.	13.A. OC.46$_1$ PE.C204$_3$	13.A. H.22$_1$ H.22 S.C43$_2$ H.22 S.C43$_3$	13.A. The teacher will read the book, The Stopwatch by David Lloyd and Penny Dale. Groups of children will use stopwatches to time various activities that members of the group can do. A teacher, assistant teacher, parent, or older child will help each group.	13.A. Stopwatches Book, The Stopwatch Clocks	13.A. O

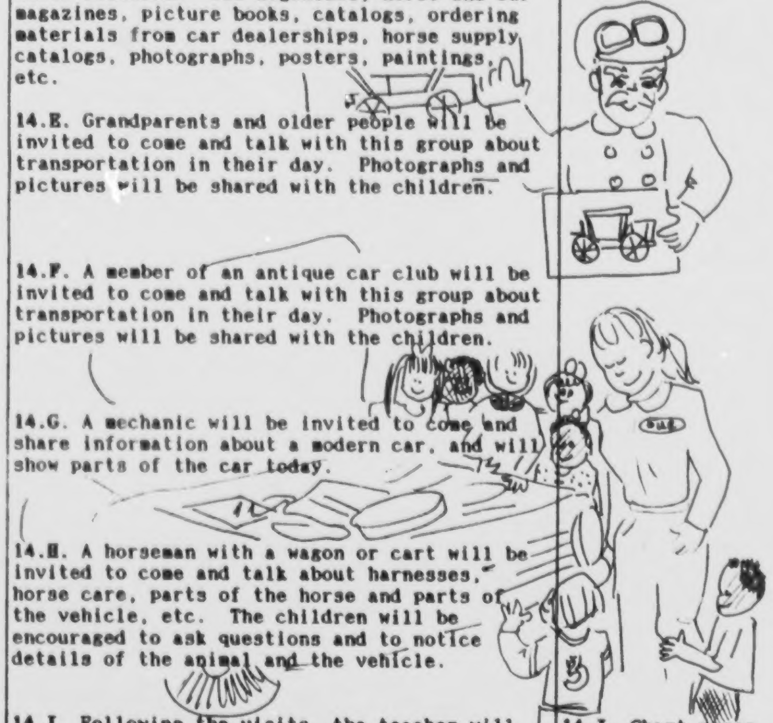
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	13.B. Groups of children will make charts of timed activities.	13.B. E.38,39$_2$	13.B. H.22 E.38,39$_1$ H.22$_2$ H.22 E.43,44$_3$	13.B. Each group will make a chart telling what children in the group could do during specific time intervals. Example: "Marcy can skip rope 40 times in one minute."	13.B. Some props	13.B. PA
14. Transportation of Then and Now	14.A. The children will listen to a story about transport in the early days of the automobile.	14.A. SS.24$_2$ R.C*64,C*66$_3$	14.A. SS.42 R.C*64,C*66$_1$ SS.42 R.C*64,C*66$_2$ SS.42$_3$	14.A. The teacher will read the book Tin Lizzie and Little Nell. In introducing the book, the teacher will mention that this book was written by an author from Australia, and that some things might be different than they would be in the United States. The book takes place a long time ago, when automobiles were first made, and tells the tale of a race between an auto and a horse-drawn sulky.	14.A. Book, Tin Lizzie and Little Nell by D. Cox	14.A. O
	14.B. The children will select a topic for group study.		14.B. H.22,24$_1$ H.22,24,35$_2$ H.22,24,35$_3$	14.B. The teacher will ask which children would like to find out more about cars and which would like to investigate horses and carriages of long ago. Each group of children will brainstorm questions they have about their topic and will think of ways they might find out.		14.B. O
	14.C. The children will draft questions to be answered in their research.	14.C. E.300 SS.24$_2$ E.*185,C347$_3$	14.C. E.*185,C346$_1$ E.*185,C347$_2$	14.C. Automobile Group: When was the automobile invented? Who invented it? How were early cars different than those today? How were cars long ago and today similar? How fast could a car then go? Etc. Horse and Carriage Group: What were the first horses like? What were horses used for long ago? How are horses used today? What kinds of carriages were there? How were carriages alike and different? What is a sulky? Etc.	14.C. Pencil Paper	14.C. PA



In One Minute...

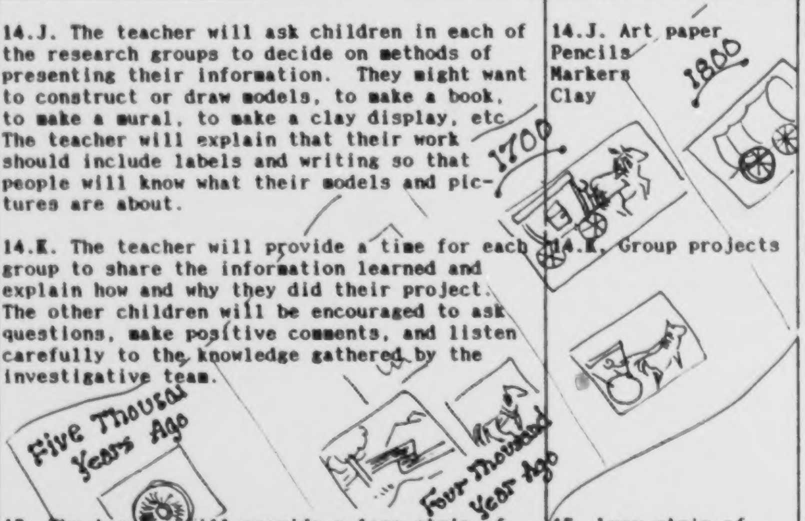
Julie could clap 240 times.
Marcy could skip rope 40 times.
could blink 190 times
could wiggle nose 35 times
Cindy could sing "America" two times

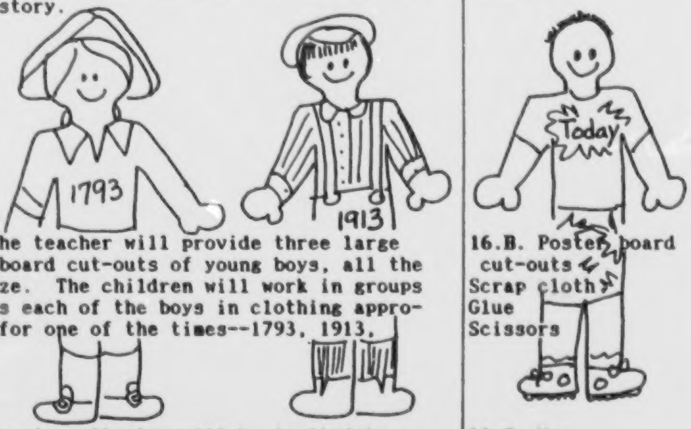

When was the automobile invented? Who invented it? How were early cars different than those today?

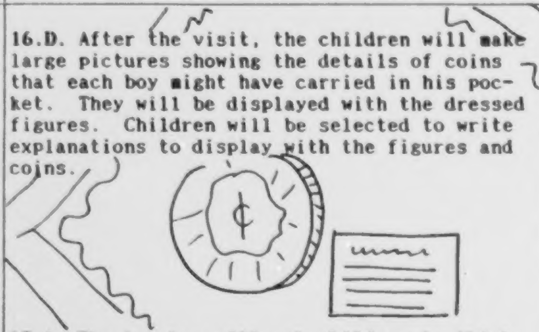
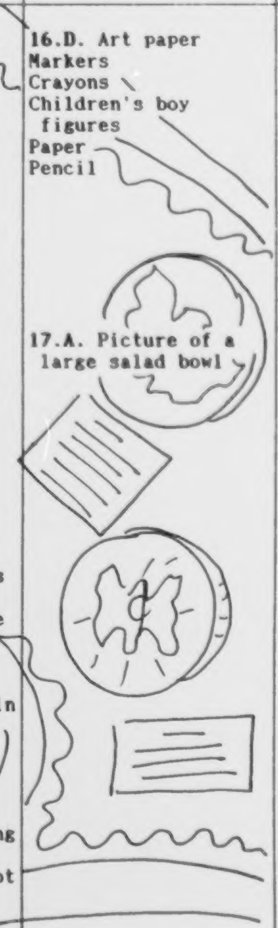


Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	14.D. The children will use printed and visual materials as sources of information.	14.D. R.1,114$_1$ R.114 E.299$_2$ R.114$_3$	14.D. R.114$_1$ R.114$_2$ R.114$_3$	14.D. As many reference materials as possible will be gathered for the groups to use in their research: old magazines, horse and car magazines, picture books, catalogs, ordering materials from car dealerships, horse supply catalogs, photographs, posters, paintings, etc.	14.D. Reference materials	14.D. O
	14.E. The children will use people as information sources.		14.E. H.20,21,22$_1$ H.20,21,22$_2$ H.20,21,22$_3$	14.E. Grandparents and older people will be invited to come and talk with this group about transportation in their day. Photographs and pictures will be shared with the children.		14.E. O
	14.F. The children will compare details presented through a story with actual details.	14.F. R.1,2,10$_1$ R.40$_2$	14.F. OC.C34$_2$ OC.C34$_3$	14.F. A member of an antique car club will be invited to come and talk with this group about transportation in their day. Photographs and pictures will be shared with the children.		14.E. O
	14.G. The children will notice parts of a car.	14.G. R.1,2$_1$	14.G. OC.C34$_2$ OC.C34$_3$	14.G. A mechanic will be invited to come and share information about a modern car, and will show parts of the car today.		14.E. O
	14.H. The children will notice details of a horse and horse-drawn vehicle.	14.H. R.1,2,3,4$_1$ E.300$_2$ S.C5$_3$	14.H. S.C5$_1$ OC.C34 S.C5$_2$ OC.C34$_3$	14.H. A horseman with a wagon or cart will be invited to come and talk about harnesses, horse care, parts of the horse and parts of the vehicle, etc. The children will be encouraged to ask questions and to notice details of the animal and the vehicle.		14.H. O
	14.I. The children will compile and record the details learned from various sources.	14.I. R.3,4$_1$ E.38,39$_2$ R.C*70$_3$	14.I. R.C*70 E.38,39$_1$ R.C*70$_2$ E.43,44$_3$	14.I. Following the visits, the teacher will have children in the automobile group make lists of "Facts About Antique Cars" and "Facts About Cars Today." The children in the horse/carriage group will make similar lists about "Horses and Horse-Drawn Vehicles of Long Ago" and "Horses and Horse-Drawn Vehicles of Today."	14.I. Chart paper Markers	14.I. O ECS

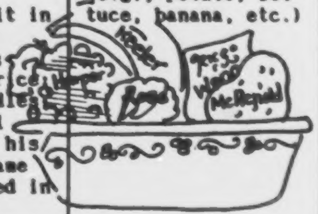
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	14.J. The children will determine a method for organizing their information and will complete the organization process.	14.J. E.340$_1$ E.344$_3$	14.J. H.22,C23 E.344$_1$ H.22,C23 E.344$_2$ H.22,C23$_3$	14.J. The teacher will ask children in each of the research groups to decide on methods of presenting their information. They might want to construct or draw models, to make a book, to make a mural, to make a clay display, etc. The teacher will explain that their work should include labels and writing so that people will know what their models and pictures are about.	14.J. Art paper Pencils Markers Clay	14.J. PA
	14.K. The children will orally tell about their work.	14.K. E.340$_1$	14.K. H.20,21,22,23$_1$ H.20,21,22,23 OC.1,18,C20$_2$ H.20,21,22,23 OC.1,17,18,C20$_3$	14.K. The teacher will provide a time for each group to share the information learned and explain how and why they did their project. The other children will be encouraged to ask questions, make positive comments, and listen carefully to the knowledge gathered by the investigative team.	14.K. Group projects	14.K. L
15. Land Transport Timeline	15. The children will listen to a narrative of important events in the history of transportation and will help to make a visual timeline of those events.	15. E.1,3,4 R.115$_1$ R.115$_2$ A.C1 R.115$_3$	15. E.124 R.115$_1$ E.124 R.115$_2$ R.115$_3$	15. The teacher will provide a long strip of paper divided into eight sections, each about two feet long. (The paper needs to be about 18" wide.) At the top of each section the teacher will write a label: "Five Thousand Years Ago" (The first wheel was made of wood); "Four Thousand Years Ago" (People began to tame horses; harness was invented, the first roads were built); 1700 (People rode in horse-drawn carriages, stage coaches were used for public transportation); 1800 (Covered wagons helped the pioneers move west); 1825 (The first steam engine was invented); 1880 (The first car fueled by gas was built in Germany by Benz and Daimler); 1925 (Cars were produced in factories); 1983 (A car called Thrust 2, with a jet engine, went over 600 miles per hour). The events noted in parenthesis will will be illustrated by the children, using construction paper and scrap materials, in the appropriate rectangular spaces. The teacher will make many pictures and books with relevant pictures available for children's reference as they do this project. Though the	15. Long strip of 18" wide paper Markers Construction paper Scrap materials	15. PA

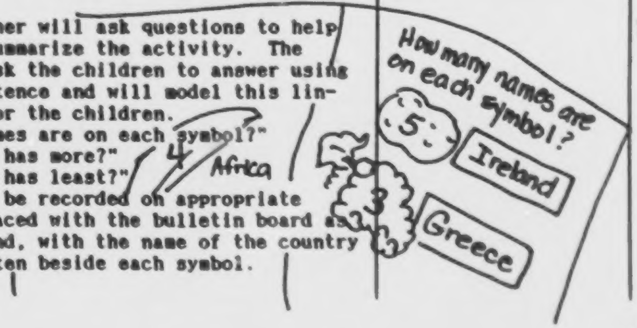


Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				dates won't mean much to first-grade children, the teacher can talk with the children about what happened first, which came before and after certain other events, how things change over time. (Interested children might be invited to make similar timelines of: "Houses Through the Years," "Air Transportation Through the Years," "Ships, Then and Now," etc.)		
16. Penny in the Road	16.A. The children will listen to a book and describe the visual detail.	16.A. R.114$_1$ R.114$_2$ R.C*64,C*66, C*70,C*81, 114$_3$	16.A. R.C*64,C*66, C*70,C*81, 114$_1$ R.C*64,C*65, C*66,C*70, C*71,C*81, C*82,114$_2$ R.C*71,C*82, 114$_3$	16.A. The teacher will read the book, Penny in the Road by K. W. Precek, calling the children's attention to the dress of the two boys in the story.  	16.A. Book, Penny in the Road by K. W. Precek	16.A. L
	16.B. The children will make paper representations of boys of three time periods.	16.B. E.1,2,3,4 R.115$_1$ R.115$_2$ H.2 R.115$_3$	16.B. R.115$_1$ R.115$_2$ R.115$_3$	16.B. The teacher will provide three large poster-board cut-outs of young boys, all the same size. The children will work in groups to dress each of the boys in clothing appropriate for one of the times--1793, 1913, today.	16.B. Poster board cut-outs Scrap cloth Glue Scissors	16.B. PA
	16.C. The children will look at coins of long ago and today.		16.C. H.20,21,22$_1$ H.20,21,22$_2$ H.20,21,22$_3$	16.C. A coin collector will be invited to come and share examples of coins from each of the times explored through the story. During the visit the children will watch as a wax or clay impression is made of the coins of each period.	16.C. Wax Clay Examples of coins	16.C. O

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	16.D. The children will reproduce coins from historical times.	16.D. E.1,2$_1$ E.38,39$_2$ E.*184,250,352$_3$	16.D. E.38,39,82,83,*184,250,352$_1$ E.82,83,*184,250,352$_2$ E.43,44,82,83$_3$	16.D. After the visit, the children will make large pictures showing the details of coins that each boy might have carried in his pocket. They will be displayed with the dressed figures. Children will be selected to write explanations to display with the figures and coins. 	16.D. Art paper Markers Crayons Children's boy figures Paper Pencil 	16.D. PA
EMPHASIS: PEOPLE AND HOLIDAYS						
17. The Ethnic Salad Bowl	17.A. The children will participate in a discussion of ethnicity.		17.A. SS.11,42$_1$ SS.11,42$_2$ SS.11,42$_3$	17.A. The teacher will ask children to think about what is meant by the term "salad bowl." The teacher will show the children a picture of a gigantic salad bowl forming the base for a bulletin board project. The teacher will explain that in a salad there may be many vegetables or fruits, but we can tell what each one is, even though there may only be bits and pieces of it. The teacher will compare the classroom of people to the salad. Each person has a different ethnic heritage, and family traditions and ways of doing things are different because our ancestors came from different places. We still look a little like our ancestors, and we may still do things a little like they did.	17.A. Picture of a large salad bowl	17.A. O
	17.B. The children will recognize vocabulary words taken from the unit.		17.B. H.22,C26 PE.C203,C218$_1$ H.22,C23 PE.C203,C218$_2$ H.22,C26 PE.C203,C204,C218$_3$	17.B. The teacher will have the children sit in a circle with one chair too few. The chairless person stands in the middle. Each child will be given a picture (or a word) of something to put in a salad (lettuce, cucumber, apple, grape, etc. At least two players need to have the same picture.) The person standing in the middle says: "Lettuce" and those who have a picture of it change places. You cannot come back to your own seat. As others change places, the standing player attempts to get a seat for him/herself. You can also call out: "Salad bowl," in which case everyone needs to change places. After each call, the person who did not get a seat will do the next calling out.		17.B. O

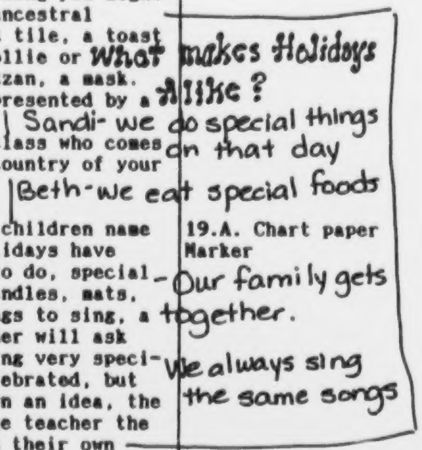
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				NOTE: This game can be played throughout the unit with different pictures. For example: USA, Mexico, Israel, Sweden, Russia - the world summer, autumn, winter, spring - seasons grandmother, grandfather, mother, father, sister, brother - family tree book, picture, magazine, interview, painting - research Hanukkah, Thanksgiving, Christmas - Holidays wagon, hour-glass, pilgrim - history cotton, wool, silk, linen - fabric		
	17.C. The children will write their names on appropriate labels.	17.C. R.1,2_1 E.$*148_2$	17.C. E.*148 SS.11_1 SS.11_2 SS.11_3	17.C. The teacher will make available symbols to represent each ethnic origin of children in the class. (This information will come from the questionnaires done earlier by the parents and grandparents.) Each child will find the suitable symbols for a fruit or vegetable grown in the country of origin and place it in the salad bowl in order to create a large tossed salad. (Example: Ireland--potato; England--lettuce; Africa--banana; China--rice; Spain--olives; Greece--grapes; Italy--noodles; Poland--chocolate, etc.). Each child will select one or more symbols appropriate to his/her ethnicity, and write his/her family name on each. These symbols will then be placed in the salad so that the names can be read.	17.C. Many colors of construction paper Pencils Scissors Symbol patterns (e.g., potato, lettuce, banana, etc.)	17.C. PA
	17.D. The children will interpret information on a diagram and respond to a question by answering with a complete sentence.	17.D. R.3,4 M.C15,239_1	17.D. M.$C15_1$	17.D. The teacher will ask questions to help the children summarize the activity. The teacher will ask the children to answer using a complete sentence and will model this linguistic form for the children. "How many names are on each symbol?" "Which group has more?" "Which group has least?" This data will be recorded on appropriate symbols and placed with the bulletin board as a sort of legend, with the name of the country of origin written beside each symbol.		17.D. O

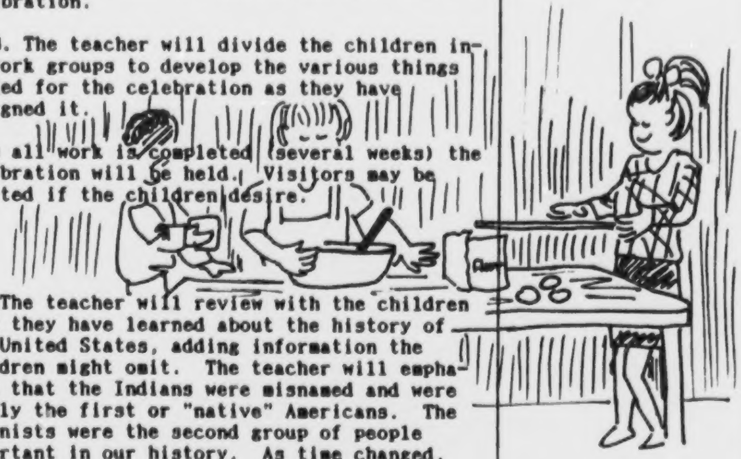



4
Africa
3
How many names are on each symbol?
5
Ireland
Greece

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	17.E. The children will use a globe to locate a country.	17.E. E.299$_2$	17.E. SS.11$_1$ SS.11$_2$ SS.11$_3$	17.E. The teacher will help the children locate the countries of their ethnic origin by asking questions such as: "Where on the globe would we find Africa? Ireland? England? China?" etc. "Where on the globe....?"	17.E. Globe	17.E. O L
18. Home Projects	18. The children will work with their parents to learn more about customs and traditions of their representative ethnic groups.		18. SS.11,42$_1$ SS.11,42$_2$ SS.11,42$_3$	18. The teacher will send home a note explaining to parents that the children are learning about the customs of different ethnic groups. The teacher will ask the parents to help their children find out more about a country related to their family's ethnic heritage. To present the country, the parents will be asked to help their children do one of the following: a. Make a poster about a special holiday celebrated in the country; b. Make something that the ethnic group uses to celebrate a holiday: a piñata, a kite, a menorah, a butter sculpture, a Kwanza mat, etc.; c. Prepare and bring to class a food eaten by the ethnic group; d. Look for foods at the grocery store that might be grown or made in the country, and make a chart or picture to show what you found; e. Make paper dolls and dress them in appropriate costumes; f. Listen to music typical of the country and find out what instruments were used: maracas, castanets, bagpipe, harp, drums, etc. Make a picture book with labels to show what you heard; g. Learn a folk dance and do it for the other children; h. Make or borrow a native costume and wear it to share with the other children; i. Learn to say some words in the language of the selected country; j. Read a book about someone from the country you select, and make a book of your own; k. Bring a doll from the country you studied and tell about it in class;	18. Notes home	18. PA CCF

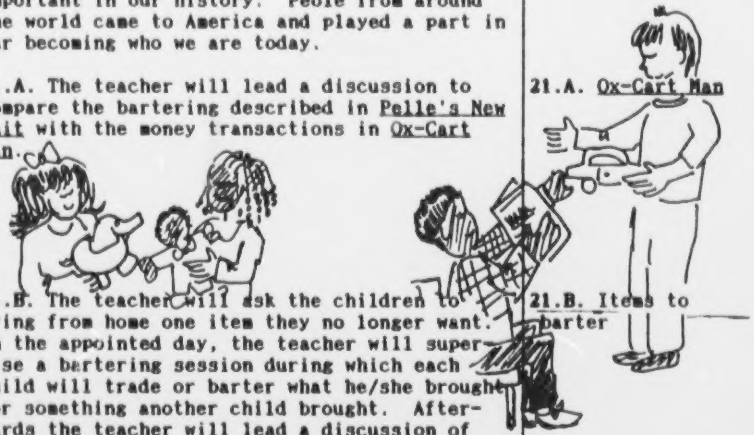
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				1. Bring and tell about something you might find if you visited your ancestral country: beads, a ceramic tile, a toast holder, a Lhasa Apso or Collie or Westie, seashells, a Lipazzan, a mask. (All of these might be represented by a picture or drawing.) m. Bring a person to visit class who comes from or has visited the country of your heritage.		
19. Class Holiday	19.A. The children will synthesize the elements of holiday celebrations they studied and create a holiday of their own with many of the same elements.	19.A. R.3,4,10$_1$ E.*155$_3$	19.A. SS.11,42 E.*155$_1$ SS.11,42 E.*155$_2$ SS.11,42$_2$	19.A. The teacher will have the children name some of the things that many holidays have alike: a name, special things to do, special things to wear, props to use (candles, mats, etc.), special foods to eat, songs to sing, a special meaning, etc. The teacher will ask the children to think of something very special that they think should be celebrated, but isn't. Once they have decided on an idea, the children will brainstorm with the teacher the elements they want to include in their own celebration.	19.A. Chart paper Marker	19.A. L ECS
	19.B. The children will create the objects, foods, etc., needed for the celebration.	19.B. R.115$_1$ R.115$_2$ R.115$_3$	19.B. H.20,21,22, C23,24 R.115$_1$ H.20,21,22, C23,24 R.115$_2$ H.20,21,22, C23,24$_3$	19.B. The teacher will divide the children into work groups to develop the various things needed for the celebration as they have designed it. When all work is completed (several weeks) the celebration will be held. Visitors may be invited if the children desire.		19.B. O PA
20. Historical View	20. The children will participate in a discussion of the history of America.	20. E.3,4$_1$ R.C*70$_3$	20. SS.42 R.C*70$_1$ SS.42 R.C*70$_2$ SS.42$_3$	20. The teacher will review with the children what they have learned about the history of the United States, adding information the children might omit. The teacher will emphasize that the Indians were misnamed and were really the first or "native" Americans. The colonists were the second group of people important in our history. As time changed, there were many groups of people who were		20. L


What makes Holidays Alike?
Sandi- we do special things on that day
Beth- we eat special foods
- Our family gets together.
We always sing the same songs



Unit Title Then and Now

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				important in our history. Peole from around the world came to America and played a part in our becoming who we are today.		
21. Bartering	21.A. The children will discuss bartering and will compare transactions in Pelle's New Suit with Ox-Cart Man.	21.A. R.113,114$_1$ R.113,114$_2$ R.C*70,113,114$_3$	21.A. R.C*70,113,114$_1$ R.C*70,113,114$_1$ R.113,114$_3$	21.A. The teacher will lead a discussion to compare the bartering described in Pelle's New Suit with the money transactions in Ox-Cart Man.	21.A. Ox-Cart Man	21.A. L
	21.B. The children will barter items brought from home.		21.B. H.22,C23,24$_1$ H.22,C23,24$_2$ H.22,C23,24$_3$	21.B. The teacher will ask the children to bring from home one item they no longer want. On the appointed day, the teacher will supervise a bartering session during which each child will trade or barter what he/she brought for something another child brought. Afterwards the teacher will lead a discussion of the advantages and disadvantages of bartering as opposed to using money and the fairness of bartering.	21.B. Items to barter	21.B. O L
	21.C. The children will compose an experience chart to share their ideas and feelings about the bartering session.	21.C. R.3,4,8,9 E.340$_1$ E.183$_2$ E.279$_3$	21.C. E.183,279$_1$ E.61,279$_2$ E.61$_3$	21.C. The teacher will record the children's words on an experience chart.	21.C. Chart paper Markers	21.C. ECS
22. The Keeping Quilt (Polacco)	22. The children will listen to the book, The Keeping Quilt.	22. R.114$_1$ R.114$_2$ R.114$_3$	22. E.124 R.114$_1$ E.124 R.114$_2$ E.124 R.114$_3$	22. The teacher will read The Keeping Quilt to the children. The children will mark Russia on the world map. The teacher will encourage comparison of illustrations in the book that show changes in customs over a period of time (clothing, weddings, homes), as well as things that stayed the same.	22. Book, The Keeping Quilt by P. Polacco	22. O



Bartering

Katherine- It was fun.

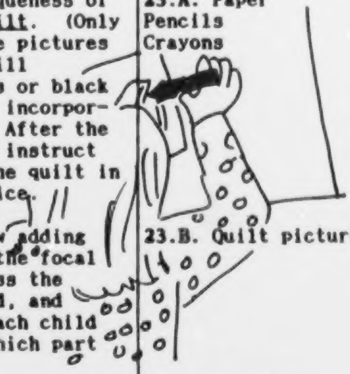
Daniel- I like it more than buying stuff.

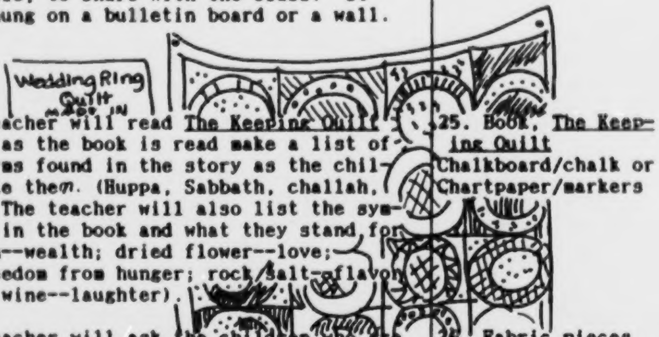
ey- I want to barter some more.

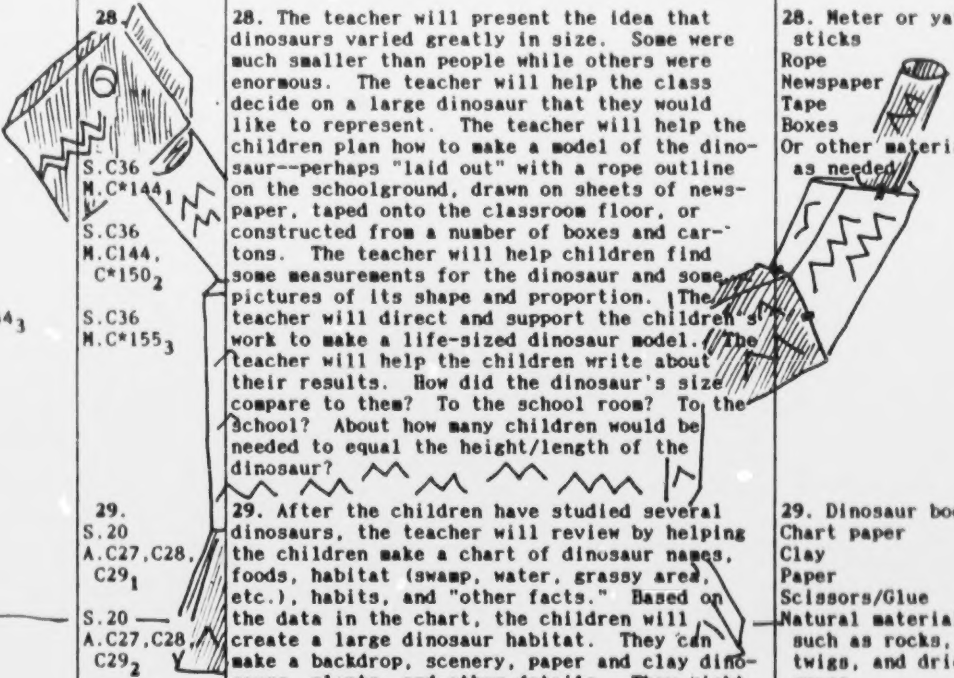
Allison- I traded for a book I've always wanted.

Unit Title Then and Now

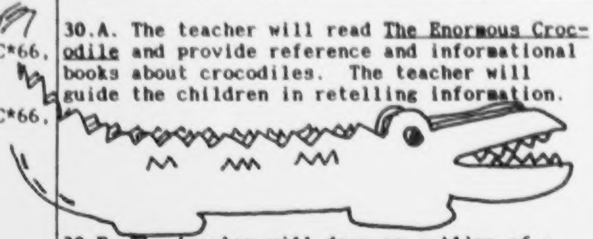
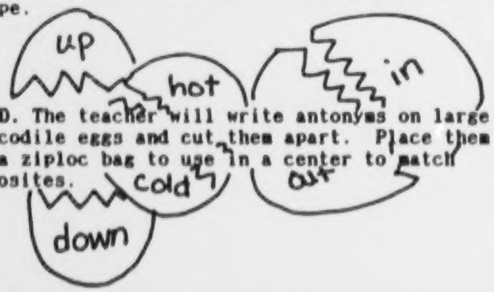
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
23. Quilt Sketches	23.A. The children will draw a picture using black or brown crayons that includes a brightly colored quilt.	23.A. R.115$_1$ R.115$_2$ R.115 A.C1$_3$	23.A. R.115 A.C22$_1$ R.115 A.C22,40$_2$ R.115 A.C20,40$_3$	23.A. The teacher will note the uniqueness of the illustrations in The Keeping Quilt. (Only the quilt has color; the rest of the pictures are in sepia tones.) The teacher will instruct the children to use pencils or black or brown crayons and draw a picture incorporating a quilt of their own design. After the drawings are done, the teacher will instruct the children to go back and color the quilt in colors and designs of their own choice.	23.A. Paper Pencils Crayons	23.A. PA
	23.B. The children will decide whether the quilt in the picture they drew is in the foreground, middle ground or background.		23.B. A.C27,C28, C29$_1$ A.C27,C28, C29$_2$ A.C27,C28, C29$_3$	23.B. The teacher will point out how adding color to the quilt makes the quilt the focal point of the picture and will discuss the meaning of foreground, middle ground, and background. The teacher will let each child share his/her picture and tell in which part of the picture the quilt is drawn.	23.B. Quilt pictures	23.B. L
24. The Real Thing	24. The children will see a real quilt.		24. A.C22$_1$ A.C22$_2$ A.C22$_3$	24. The teacher will bring in an actual quilt, if available, to share with the class. It could be hung on a bulletin board or a wall.	24. Quilt	24. O
25. Ethnic Words	25. The children will listen again to The Keeping Quilt and listen for ethnic terms and symbolism.		25. R.C*80$_1$ R.C*80$_2$ R.C*80$_3$	25. The teacher will read The Keeping Quilt again and as the book is read make a list of ethnic terms found in the story as the children notice them. (Huppa, Sabbath, challah, kulich). The teacher will also list the symbols used in the book and what they stand for (gold coin--wealth; dried flower--love; bread--freedom from hunger; rock salt--flavor for life; wine--laughter).	25. Book, The Keeping Quilt Chalkboard/chalk or Chartpaper/markers	25. L ECS
26. Class Quilt	26. The children will sew a quilt or make a quilt collage.	26. E.4,5,6$_1$	26. A.C22$_1$ A.C22,C24$_2$ A.C22,C23, C24$_3$	26. The teacher will ask the children who are able to bring a piece of material from some outgrown piece of clothing, if available. The teacher will also provide a box of extra fabric scraps for children unable to bring fabric from home. Either pieces of fabric can be sewn together to make a wall hanging or fabric pieces can be glued on poster board to make a quilt-like collage.	26. Fabric pieces Tapestry needles Thread Scissors or Poster board Glue	26. O PA



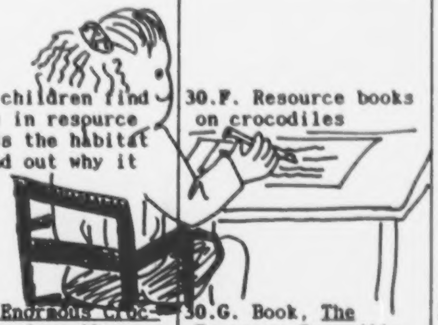


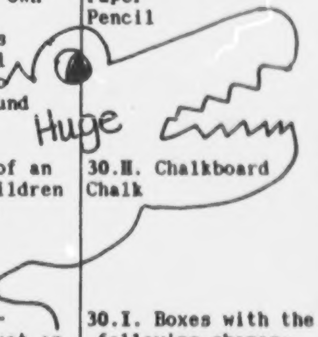


Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
EMPHASIS: ANIMAL HISTORY						
27. Seasonal Changes (Project continued thru the year.)	27. The children will continue to observe and record seasonal changes.	27. M.C*142$_2$	27. M.C*142$_1$ S.C46$_3$	27. The teacher and children will continue the Seasonal Changes Project as described in "Living and Learning Together."	27. Large classroom	27. O C
28. Dinosaur Sizes	28. The children will make life-size models of dinosaurs.	28. M.C*144$_3$	28. S.C36 M.C*144$_1$ S.C36 M.C144, C*150$_2$ S.C36 M.C*155$_3$	28. The teacher will present the idea that dinosaurs varied greatly in size. Some were much smaller than people while others were enormous. The teacher will help the class decide on a large dinosaur that they would like to represent. The teacher will help the children plan how to make a model of the dinosaur--perhaps "laid out" with a rope outline on the schoolground, drawn on sheets of newspaper, taped onto the classroom floor, or constructed from a number of boxes and cartons. The teacher will help children find some measurements for the dinosaur and some pictures of its shape and proportion. The teacher will direct and support the children's work to make a life-sized dinosaur model. The teacher will help the children write about their results. How did the dinosaur's size compare to them? To the school room? To the school? About how many children would be needed to equal the height/length of the dinosaur?	28. Meter or yard sticks Rope Newspaper Tape Boxes Or other materials as needed	28. O AR
29. Dinosaur Habitat	29. The children will construct and describe different dinosaurs and their habitats.	29. A.C1$_3$	29. S.20 A.C27,C28, C29$_1$ S.20 A.C27,C28, C29$_2$ S.20 A.C5,C27, C28,C29$_3$	29. After the children have studied several dinosaurs, the teacher will review by helping the children make a chart of dinosaur names, foods, habitat (swamp, water, grassy area, etc.), habits, and "other facts." Based on the data in the chart, the children will create a large dinosaur habitat. They can make a backdrop, scenery, paper and clay dinosaurs, plants, and other details. They might use some commercially-made models also. As the children work, the teacher will encourage them to refer to their chart and to reference books to provide realistic details.	29. Dinosaur books Chart paper Clay Paper Scissors/Glue Natural materials such as rocks, twigs, and dried grass	29. O C PA AR V

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
30. The Enormous Crocodile	30.A. The children will listen to a story The Enormous Crocodile by Roald Dahl and learn facts about the crocodile.	30.A. R.3,4,114$_1$ R.114$_2$ R.C*64,C*66,114$_3$	30.A. R.C*64,C*66,114$_1$ R.C*64,C*66,114$_2$ R.114$_3$	30.A. The teacher will read The Enormous Crocodile and provide reference and informational books about crocodiles. The teacher will guide the children in retelling information. 	30.A. Book, The Enormous Crocodile by R. Dahl Reference books about crocodiles	30.A. L
	30.B. The children will write words describing a crocodile.	30.B. R.C*33$_3$	30.B. R.C*33 E.66$_1$ E.66 R.C*33$_2$ E.66$_3$	30.B. The teacher will draw an outline of a crocodile on a chalkboard or chart. The children and teacher will discuss the meaning of enormous and write synonyms of enormous on outline. Other "crocodile" words will be added by children to describe a crocodile. The teacher will help children with correct spelling as they write the words on the board.	30.B. Chalkboard	30.B. L
	30.C. The children will use words from the board to write a story about a crocodile.	30.C. E.3$_1$ E.*67,*184$_3$	30.C. E.*67,*149,*184,352$_1$ E.*67,*149*184,352$_2$ E.*149,352$_3$	30.C. The teacher will provide a crocodile pattern for the children to trace around and cut out. Children will use words from the board to write a crocodile story on their shape. 	30.C. Pencils Paper Crocodile pattern	30.C. WC PA
	30.D. The children will match antonyms.	R.C*33$_3$	30.D. R.C*33 E.66$_1$ R.C*33 E.66$_2$ E.66$_3$	30.D. The teacher will write antonyms on large crocodile eggs and cut them apart. Place them in a ziploc bag to use in a center to match opposites.	30.D. Construction paper Pencil Scissors Ziploc bag	30.D. O
	30.E. The children will create a swamp habitat.	30.E. R.115$_1$ R.115$_2$	30.E. A.C27,C28,C29 R.115$_1$ A.C27,C28,C29 R.115$_2$	30.E. The teacher will provide space in the classroom to create a swamp. The teacher will discuss importance of background. The children will use paper, fabric, paints, crayons and other materials to create swamp colors. Be sure to have reference books available. Stress the importance of foliage.	30.E. Materials as needed	30.E. PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.115$_3$	A.C27,C28, C29 R.115$_3$			
	30.F. The children will learn facts about the endangered crocodile.	30.F. R.114$_1$ R.114$_2$ R.114$_3$	30.F. R.114 S.C20$_1$ R.114 S.C20$_2$ R.114 S.C20$_3$	30.F. The teacher will help the children find facts and pictures of crocodiles in resource books. The children will discuss the habitat suitable for a crocodile and find out why it is becoming endangered.	30.F. Resource books on crocodiles	30.F. O L
	30.G. The children will listen to The Enormous Crocodile by Roald Dahl and retell it in their own words.	30.G. R.3,4$_1$	30.G. R.C*74$_1$ R.C*74$_2$ R.C*74$_3$	30.G. The teacher will read The Enormous Crocodile again. She will then write down the story as the children retell it in their own words. The teacher will cut apart the children's story and give the parts to several small groups. Each group will work together to illustrate their part. These will be bound together to make a class book.	30.G. Book, The Enormous Crocodile Paper Pencil	30.G. O L
	30.H. The children will write words to describe the enormous crocodile.	33.H. E.*291$_1$	33.H. E.78$_1$ E.78,*291$_2$ E.78$_3$	30.H. The teacher will draw the outline of an enormous crocodile on the board. The children will discuss the meaning of enormous and "brainstorm" other words.	30.H. Chalkboard Chalk	30.H. O
	30.I. The children will create an enormous crocodile.	30.I. R.115 M.C35,C*217$_1$ R.115$_2$ R.115 M.220,221$_3$	30.I. R.115 M.C*217$_1$ R.115 M.220,221$_2$ R.115$_3$	30.I. The teacher will provide geometric-shaped containers for children to construct an enormous crocodile. The class may be divided into small groups and each group make a crocodile. Basic body shape can be covered with green crepe paper and finished with other body parts.	30.I. Boxes with the following shapes: cylinders, cones, rectangles, spheres Sticky tape Green crepe paper White stiff paper for teeth	30.I. O





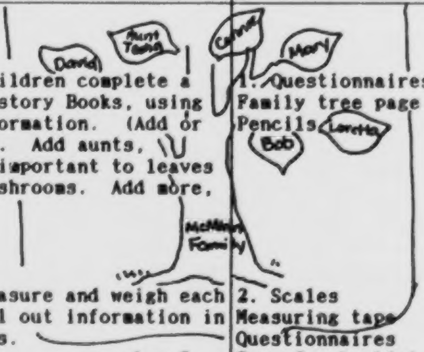
Large

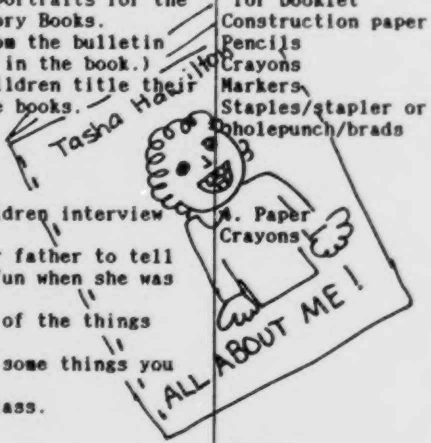
Gigantic

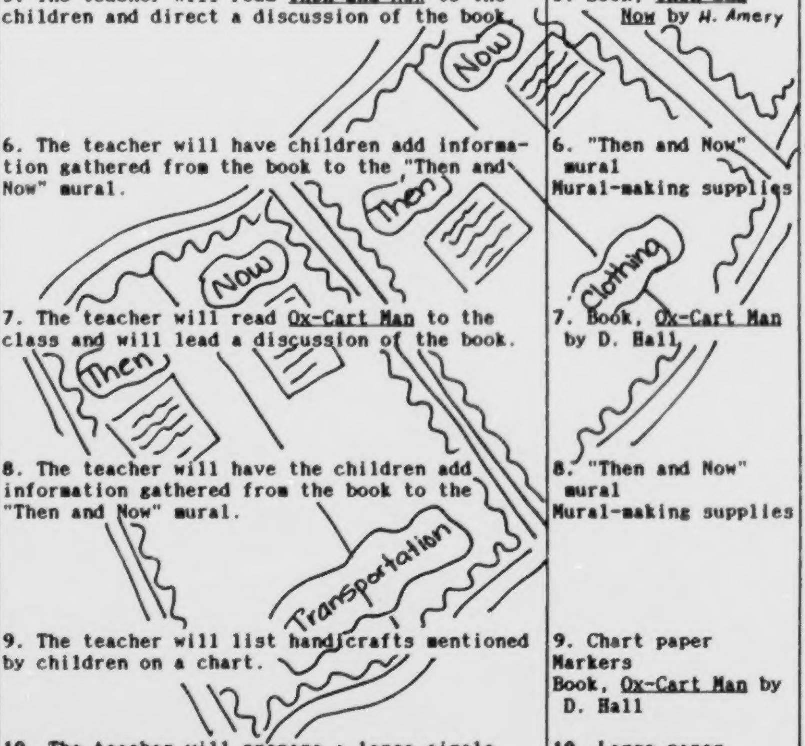
Big

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
31. Animal Book	31. The children will illustrate animal facts that they have learned.	31. A.C1$_3$	31. S.C20$_1$ S.C20 A.6$_2$ S.C20,C21 A.C5,6,42$_3$	31. As the class studies animals from long ago, endangered animals, and animals today, each child will contribute at least one page for a class animal book. The teacher should encourage children to include both writing and illustrations on their pages and to include information about several of the following areas: animal's size, habits, habitat, food needs, needs for shelter and space, and relationship to people (if any). The teacher might suggest that children try new art techniques such as making pop-out animals or a collage on the page(s). The teacher will encourage children to use reference books as they create their pages.	31. Paper Art materials Animal books	31. O C PA CCF WC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Emphasis: Family and Personal History						
1. Family Tree	1. The children will fill out a family tree for Personal History Books.	1. E.30,31 OC.46$_1$ E.35,36,37,38$_2$ R.C*61$_3$	1. E.37,38 R.C*61$_1$ R.C*61$_2$ E.42,43,45,46,47$_3$	1. The teacher will help children complete a family tree for Personal History Books, using questionnaire to obtain information. (Add or subtract branches as needed. Add aunts, uncles, cousins or anybody important to leaves if desired. Put pets on mushrooms. Add more, if necessary.)	1. Questionnaires Family tree page Pencils	1. PA
2. Then and Now --Weight and Height	2. The children will be weighed and measured and information put in Personal History Books.	2. E.30,31 OC.46 R.C*61$_1$ E.38,39$_2$ R.C*61 M.C*150$_3$	2. MC.*144 E.38,39 S.C36$_1$ M.C*150 S.C36$_2$ M.C*155 S.C36 E.43,44$_3$	2. The teacher will help measure and weigh each child and help children fill out information in their Personal History Books. (Then: I weighed _____ lbs. ____ oz. when I was born. My length was ____. Now: I weigh ____. I am ____ tall.)	2. Scales Measuring tape Questionnaires Page for booklet Pencils	2. PF
3. Self-Portraits	3. The children will draw self-portraits.	3. R.115 E.1$_1$ R.115$_2$ A.C1 R.115 E.*154$_3$	3. R.115$_1$ R.115 E.*154$_2$ R.115$_3$	3. The teacher will give out paper on which the children will draw self-portraits for the cover of their Personal History Books. (Possibly the photographs from the bulletin board could also be included in the book.) The teacher will help the children title their books, and staple or bind the books.	3. Completed pages for booklet Construction paper Pencils Crayons Markers Staples/stapler or holepunch/brads	3. PA CCF IT PF
4. Then and Now --Parents	4. The children will be able to compare how activities their parents were involved in as children are different from their own activities.	4. R.3,8 E.1,340$_1$ E.300$_2$ R.C*70 OC.C34 A.C1$_3$	4. R.C*70$_1$ R.C*70 OC.C34$_2$	4. The teacher will have children interview their parents: (1) Ask your mother and/or father to tell you what she did for fun when she was your age. (2) Draw pictures of some of the things she/he did. (3) Draw pictures showing some things you like to do for fun. (4) Share pictures with class.	4. Paper Crayons	4. O L PA





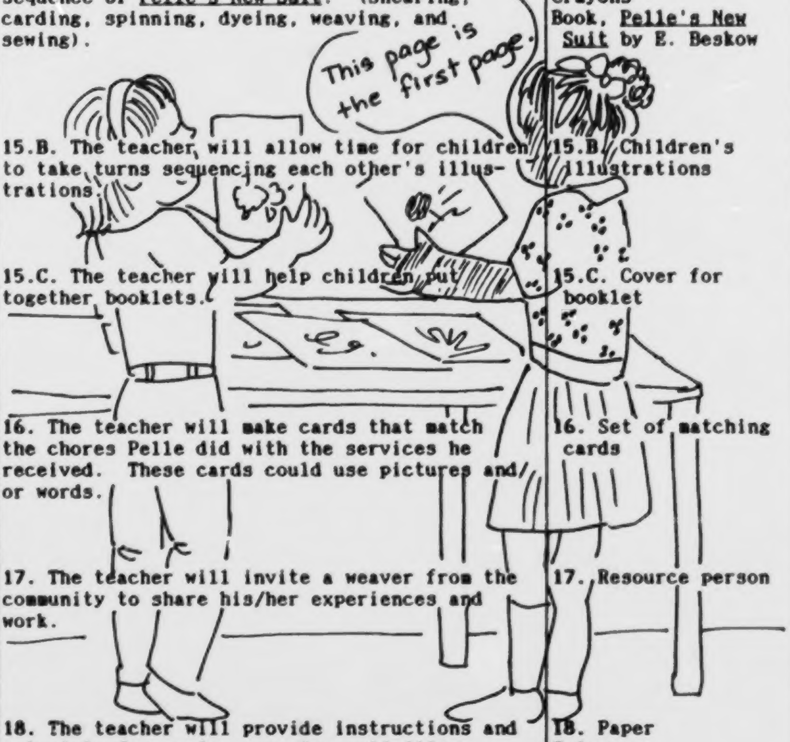


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
5. Book, Then and Now	5. The children will listen to Then and Now.	5. R.3,114$_1$ R.114$_2$ R.1144$_3$	5. R.85,114$_1$ R.85,114$_2$ R.85,114$_3$	5. The teacher will read Then and Now to the children and direct a discussion of the book.	5. Book, Then and Now by H. Amery	5. O
6. "Then and Now" Mural	6. The children will add information to a mural.	6. R.115 E.1,3$_1$ R.115$_2$ R.115$_3$	6. R.115$_1$ R.115$_2$ R.115$_3$	6. The teacher will have children add information gathered from the book to the "Then and Now" mural.	6. "Then and Now" mural Mural-making supplies	6. PA
7. Book, Ox-Cart Man	7. The children will listen to the book Ox-Cart Man.	7. R.3,114$_1$ R.114$_2$ R.114$_3$	7. R.85,114$_1$ R.85,114$_2$ R.85,114$_3$	7. The teacher will read Ox-Cart Man to the class and will lead a discussion of the book.	7. Book, Ox-Cart Man by D. Hall	7. O
8. "Then and Now" Mural Additions.	8. The children will add new information to a mural.	8. R.115 E.1,3$_1$ R.115$_2$ R.115$_3$	8. R.115$_1$ R.115$_2$ R.115$_3$	8. The teacher will have the children add information gathered from the book to the "Then and Now" mural.	8. "Then and Now" mural Mural-making supplies	8. PA
9. Handicrafts	9. The children will name handicrafts mentioned in Ox-Cart Man.	9. R.9$_1$ E.299$_2$	9. R.C*66$_1$ R.C*66$_2$	9. The teacher will list handicrafts mentioned by children on a chart.	9. Chart paper Markers Book, Ox-Cart Man by D. Hall	9. ECS
10. Season Wheel	10. The children will make season wheels based on the sequence of events from Ox-Cart Man.	10. E.1,3,4$_1$ R.C*63,85$_3$	10. R.C*63,85$_1$ R.C*63,85$_2$ R.85$_3$	10. The teacher will prepare a large circle divided into quarters and labeled spring, summer, winter, fall. The teacher will help children note sequence of events and seasons in Ox-Cart Man and list various activities under appropriate season. The teacher will give children materials to illustrate each season with an appropriate activity. (This could be done as an individual activity, as well as a large group activity.) The teacher will lead a discussion on the cycle of seasons	10. Large paper circles Markers Chart paper Crayons Book, Ox-Cart Man by D. Hall	10. L PA O

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				and will help children predict what would happen next if the book covered another year.		
11. Book, Pelle's New Suit	11. The children will listen to the book Pelle's New Suit.	11. R.3,114$_1$	11. R.C*66,85, 114 SS.42,50$_1$	11. The teacher will read Pelle's New Suit and will lead a discussion of the book, especially noting the wealth of details about everyday life in Sweden then. The teacher will mark Sweden on the world map.	11. Book, Pelle's New Suit by B. Beskow World map	11. O
		R.114$_2$	R.C*66,85, 114 SS.42,50$_2$			
		R.C*66,114$_3$	SS.42,60 R.85$_3$			
12. "Then and Now" Mural Additions	12. The children will add new information to mural.	12. R.115 E.1,3$_1$	12. SS.42,50 R.115$_1$	12. The teacher will have the children add information gathered from the book to appropriate categories on the "Then and Now" mural. (Note especially toys, transportation, jobs, furniture and clothing.)	12. "Then and Now" mural Mural-making supplies	
		R.115$_2$	SS.42,50 R.115$_2$			
		R.115$_3$	SS.42,50 R.115$_3$			
13. Comparing Ox-Cart Man and Pelle's New Suit	13. The children will compare Ox-Cart Man and Pelle's New Suit.	13. R.4,113 E.340$_1$	13. R.113$_1$	13. The teacher will help children compare Pelle's New Suit and Ox-Cart Man.	13. Ox-Cart Man by D. Hall and Pelle's New Suit by E. Beskow	13. O
		R.113$_2$	R.113$_2$			
		R.113$_3$	R.113$_3$			
14. "Then and Now"--Life	14. The children will compare details from Pelle's New Suit to life today.	14. R.9,10 SS.13$_1$	14. SS.42,50 R.C*70$_1$	14. The teacher will help children compare jobs, household toys and items and details of life today to those in Pelle's New Suit. The teacher will list on the chart similarities and differences that children suggest. Discuss what is done today when a child's clothes are outgrown and note absence of shoes in many of the pictures.	14. Chart paper Marker Book, Pelle's New Suit by E. Beskow	14. O ECS
			SS.23,42,50 R.C*70, C*71$_2$			
		R.C*70$_3$	SS.23,27,42, 50 R.C*71$_3$			

Pelle's New Suit

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
15. New Suit Sequence	15.A. The children will draw a series of pictures that follow the sequence of Pelle's New Suit.	15.A. R.7,29,115 E.1$_1$ R.115$_2$ A.C1 R.C*63,115$_3$	15.A. R.C*63,115$_1$ R.C*63,115$_2$ R.115$_3$	15.A. The teacher will give out materials on which the children will illustrate the sequence of Pelle's New Suit. (Shearing, carding, spinning, dyeing, weaving, and sewing).	15.A. Paper Pencils Crayons Book, Pelle's New Suit by E. Beskow	15.A. O PA
	15.B. The children will take turns putting each other's pictures in order.	15.B. R.7 E.338,339$_1$ R.C*63$_3$	15.B. R.C*63$_1$ R.C*63$_2$	15.B. The teacher will allow time for children to take turns sequencing each other's illustrations.	15.B. Children's illustrations	15.B. O
	15.C. The children will put their own pictures in order and make a booklet.	15.C. R.7 E.338,339$_1$ R.C*63$_3$	15.C. R.C*63$_1$ R.C*63$_2$	15.C. The teacher will help children put together booklets.	15.C. Cover for booklet	15.C. PA CCF
16. Card Match	16. The children will match Pelle's chores with services rendered.	16. E.7$_1$ R.C*66$_3$	16. R.C*66$_1$ R.C*66$_2$	16. The teacher will make cards that match the chores Pelle did with the services he received. These cards could use pictures and/or words.	16. Set of matching cards	16. O
17. Weaver	17. The children will listen to a weaver.		17. H.C23$_1$ H.C23$_2$ H.C23$_3$	17. The teacher will invite a weaver from the community to share his/her experiences and work.	17. Resource person	17. O
18. Weaving	18. The children will participate in a weaving activity.	18. E.12$_1$ R.19$_2$	18. A.7 PE.C196 R.19$_1$ A.7 PE.C196$_2$ A.7 PE.C196$_3$	18. The teacher will provide instructions and materials for various weaving activities: (1) paper weaving--fold construction paper in half and cut lines from folded edge to within 1 1/2 inches of other edge. Use paper and/or fabric strips for weaving. (2) Weave yarn, lace, fabric strips, etc., on plastic berry baskets. (3) Use yarn to weave on mesh bags such as those in which oranges and potatoes are packed.	18. Paper Scissors Fabric strips Yarn Lace Berry baskets Mesh bags	18. PA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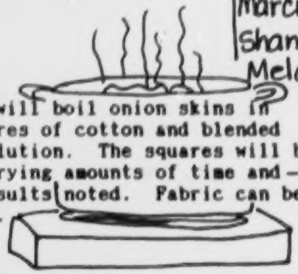
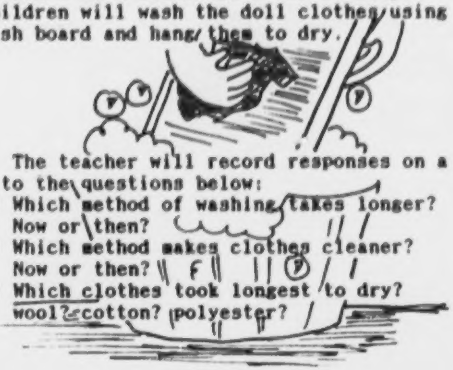
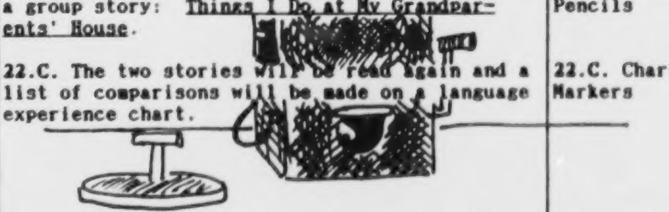
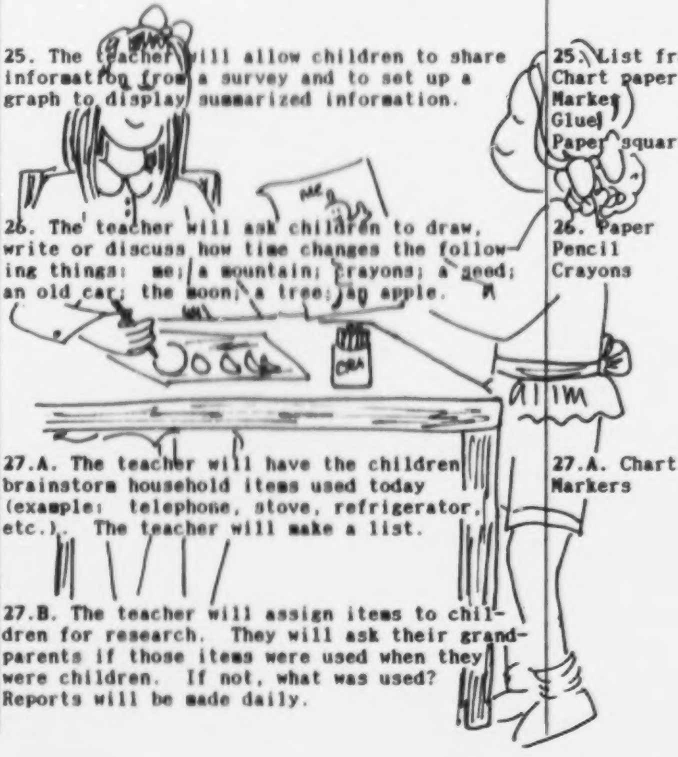
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
19. Onion Skin Dye	19.A. The children will guess what color dye the onion skins will make.	19.A. R.3,4$_1$ R.C*70,C*72$_3$	19.A. R.C*70,C*72$_1$ R.C*70,C*71, C*72$_2$ R.C*71 S.C46$_3$	19.A. The teacher will record the guesses of the children as to what color the onion skins will dye the fabric. After dyeing, compare actual results with predictions. ?what color will the onion skins Marcus- It will be yellow Shannon- It will be brown Melanie- It will turn orange.	19.A. Marker/chart ? paper or Chalk/chalkboard	19.A. ECS
	19.B. The children will observe the effects of onion skin dye.	19.B. S.C32$_1$	19.B. S.C41$_2$ S.C41$_3$	19.B. The teacher will boil onion skins in water and dye squares of cotton and blended material in dye solution. The squares will be left in dye for varying amounts of time and the darkness of results noted. Fabric can be mounted on a chart. 	19.B. Hot plate Pot Large spoon or tongs Water Pot holder Cotton and synthetic fabric squares Yellow onion skins	
20. Calendar Fun	20. Children will make and use calendars.	20. M.C8,C17 E.3$_1$ M.C9,C*142, 143$_2$ E.*151,*152$_3$	20. E.*151,*152 M.C8,C17, C*139, C*142$_1$ E.*151,*152 M.C9,C*139$_2$ M.C*139$_3$	20. The teacher and children will continue and vary the "Calendar Fun" activities as described in "Living and Learning Together." The children can add one or more strips to an area on the tops of their individual calendars. On one strip, each child can write the days of the week. Near the top of the calendar each child can write "Today is," then make 2 slits to insert the strip through and show the day. Each child can also make a month strip to be inserted and show "This month is ." Children can also create a "Countdown for this year" pad to be attached to the calendar. Children can cut small pieces of paper and write 0-31 on the pieces. The pieces can then be arranged in reverse order (31-0) and stapled together. The "Countdown Pad" can then be stapled to a corner of the calendar. Each day, each child can remove a page to see how many days of the year are left. Children can verify the number of days that are left by counting on their calendars. 31	20. Large classroom calendar Optional decorative calendar markers Scissors Blank calendar for children to complete Crayons or markers Stapler Scratch paper	20. O C PA MC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
21. "Then and Now"--Washing Clothes	21. The children will identify the difference between washing clothes today and washing clothes without a washing machine.	21.A. R.10,15$_1$	21.A. PE.C192, C196$_1$ PE.C192, C196$_2$ PE.C192, C196$_3$	21.A. The teacher will provide doll clothes of different materials (wool, cotton, polyester) along with a wash board and a bar of soap. The children will wash the doll clothes using the wash board and hang them to dry. 	21.A. Doll clothes--wool, polyester, cotton Old washboard Soap Water Dish pan Clothesline Clothespins	21.A. O
		21.B. E.1,48,183, 340,341$_1$ R.C*70$_3$	21.B. R.C*70$_1$ R.C*70,C*71$_2$ R.C*71$_3$	21.B. The teacher will record responses on a chart to the questions below: (1) Which method of washing takes longer? Now or then? (2) Which method makes clothes cleaner? Now or then? (3) Which clothes took longest to dry? wool? cotton? polyester?	21.B. Chart paper Markers	21.B. ECS
Emphasis: Daily Life						
22. Book: When I Was Young In The Mountains (Rylant)	22. The children will hear the story When I Was Young In the Mountains.	22.A. R.114$_1$ R.114$_2$ R.114$_3$	22.A. R.114$_1$ R.114$_2$ R.114$_3$	22.A. The teacher will read When I Was Young in the Mountains.	22.A. Book, When I Young in the Mountains by C. Rylant	
		22.B&C. R.9,10,17, 18,24,25, 26 E.31,32,C33, C34,48,341$_1$ E.38,39$_2$ E.184,C346$_3$	22.B&C. E.38,39,184, C346,352, 360$_1$ E.184,C346, 352,*360$_2$	22.B. The teacher will help the children write a group story: Things I Do at My Grandparents' House. 22.C. The two stories will be read again and a list of comparisons will be made on a language experience chart. 	22.B. Paper Pencils 22.C. Chart paper Markers	22.B. ECS 22.C. ECS
23. What Is It?	23. The children will see an unfamiliar old-fashioned item and guess what it was used for.	23. R.2,3,4,10$_1$	23. R.C*70$_1$ OC.C20 R.C*70$_2$	23. The teacher will bring in one or two items of long ago that the children would not be familiar with (such as butter mold or cherry pitter). After allowing time for examination, the teacher will list the children's ideas about what the items were used for before	23. Unfamiliar old items Chart paper Marker	23. L ECS



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.C*70$_3$	OC.C20$_3$	explaining the actual use.		
24. Let's Pretend	24.A. The children will participate in class without benefit of modern conveniences.		24.A. SS.42$_1$ SS.42$_2$ SS.42,45$_3$	24.A. The teacher will conduct class for a short period of time without lights, electric clocks or anything that uses electricity.		24.A. O
	24.B. The children will suggest old-fashioned alternatives.	24.B. R.4$_1$ OC.C20$_3$	24.B. OC.C20$_2$	24.B. The teacher will write down old-fashioned alternatives that the children suggest.	24.B. Paper Markers	24.B. ECS
25. Electrical Appliances	25. The children will survey their homes and list all items or appliances that use electricity.	25. R.10 M.239$_1$ M.C240$_3$	25. M.C241,*250$_1$ M.C240,C241,*250$_2$ M.C241,*250$_3$	25. The teacher will allow children to share information from a survey and to set up a graph to display summarized information.	25. List from home Chart paper Marker Glue Paper squares	25. L PA
26. Time Changes Things	26. The children will draw, write or discuss how time changes things.	26. E.1 R.4$_1$ A.C1$_3$	26. S.C27 E.394$_2$ S.C27 E.394$_3$	26. The teacher will ask children to draw, write or discuss how time changes the following things: me; a mountain; crayons; a seed; an old car; the moon; a tree; an apple.	26. Paper Pencil Crayons	26. L PA PF
Emphasis: Daily Life						
27. Household Items	27. The children will list common household items of today.	27.A. R.1,2$_1$ R.C*60$_3$	27.A. R.C*60$_1$ R.C*60$_2$	27.A. The teacher will have the children brainstorm household items used today (example: telephone, stove, refrigerator, etc.). The teacher will make a list.	27.A. Chart paper Markers	27.A. L ECS
		27.B. R.1,2,3$_1$ OC.C6$_3$	27.B. OC.1$_2$ OC.1$_3$	27.B. The teacher will assign items to children for research. They will ask their grandparents if those items were used when they were children. If not, what was used? Reports will be made daily.		27.B. L

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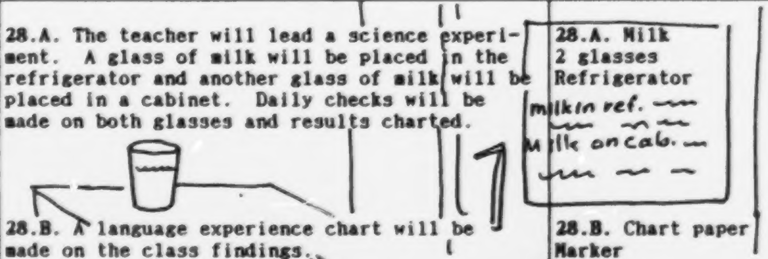
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
28. Refrigerators	28. The children will identify the advantages of refrigerators.	28.A. R.C*70$_3$	28.A. R.C*70 S.C40$_1$ R.C*70 S.C40$_2$ S.C40,C46$_3$	28.A. The teacher will lead a science experiment. A glass of milk will be placed in the refrigerator and another glass of milk will be placed in a cabinet. Daily checks will be made on both glasses and results charted.	28.A. Milk 2 glasses Refrigerator	28.A. O L PA
		28.B. E.1,48,183, *184,340, 341$_1$ E.299$_2$	28.B. E.62$_2$ E.62,*319$_3$	28.B. A language experience chart will be made on the class findings.	28.B. Chart paper Marker	28.B. ECS
29. Old-Timey Recipes	29. The children will measure, count, and use time concepts as they prepare a recipe.	29. M.29,31$_1$	29. PE.C196 H.22 SS.42 R.C*61$_1$	29.A. The teacher will ask children to contribute ingredients or loan utensils to prepare home-made butter, fried cornmeal mush, and sorghum (or syrup). A group of children will prepare the mush one day and refrigerate it. As they make the recipe, the teacher will help group members measure and count ingredients.	29.A. Recipe Various utensils	29.A. O L
			PE.C196 H.22 SS.42 R.C*61$_2$	29.B. The next day, another group of children can help the teacher cut the mush into small equal-sized pieces, count the pieces, and fry the mush in an electric skillet. The teacher can lead a discussion of cooking over campfires, hearths, or wood stoves in the past (and now also).	29.B. Mush from above Knife Electric skillet	29.B. L SSC
		R.C*61$_3$	PE.C196 H.22 SS.42 M.C*153, C*154$_3$	29.C. The teacher can help another group of children pour whipping cream into several small jars, seal the jars tightly, and shake each 50 times. Then the jars can be passed to other children for 50 shakes each. When the cream turns to butter (after several "rounds" of 50 shakes each), the teacher will help the children drain the watery liquid away and use the butter. The teacher can lead a discussion	29.C. Whipping cream Small jars	29.C. C L O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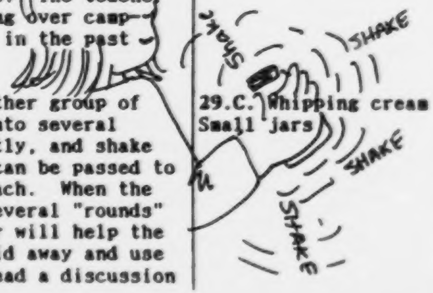
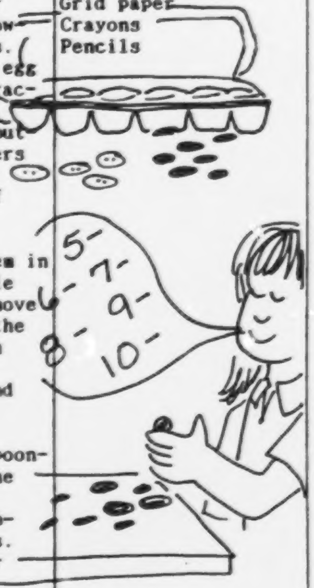
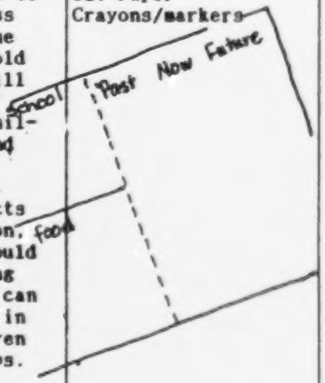
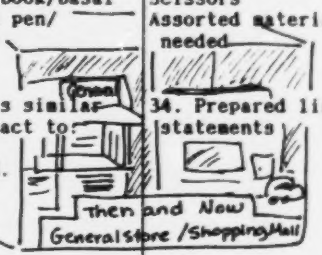
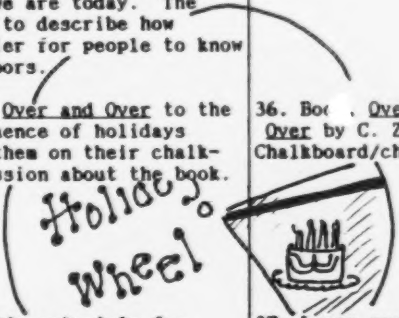
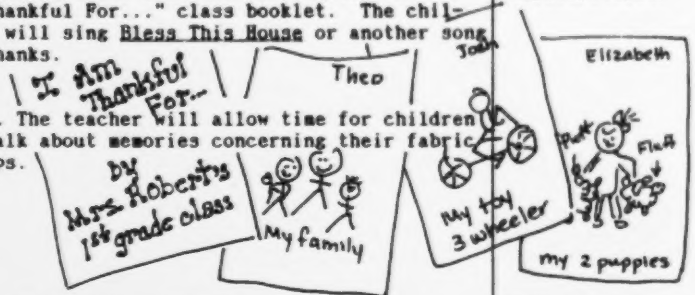
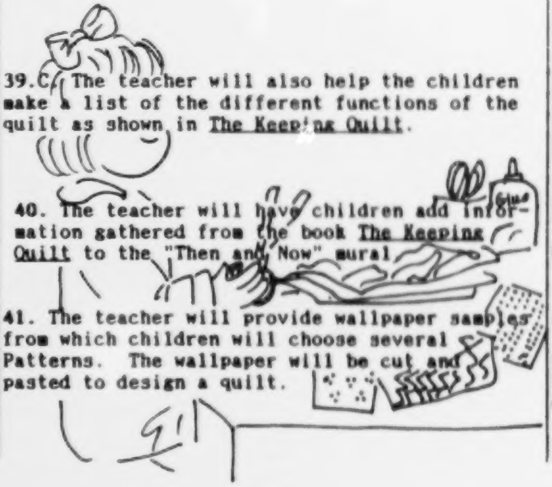


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				of the changes that the foods have taken during preparation and cooking.		
				29.D. Other groups of children can help to serve the food, dispense sorghum, and clean up. The teacher can lead a discussion of the origins of corn and its many uses--in the past and now.	29.D. Cleaning equipment	29.D. SSC
30. Button Games	30. Children will sort, count, order, and graph.	30. M.C*3,C7,C8, C15,29,31, C35,54 S.C38$_1$ S.C64 M.61,C66, 173,174$_2$	30. M.C7,C8,C15, 54,61,172$_1$ M.C66,174$_2$ M.172$_3$	30. During the study of clothing, the teacher will invite children to bring buttons to contribute to a class collection. The teacher will introduce activities such as the following to small groups and individual students. ✓ Sort buttons into groups (perhaps in an egg carton) on the basis of one or more characteristics. ✓ Play "Guess My Rule." One child sorts buttons according to a "secret rule." Others guess the rule. ✓ Arrange buttons in order on the basis of size, color, or other characteristics. ✓ Start patterns for others to continue. ✓ Use a handful of buttons and arrange them in groups on a sheet of grid paper. Entitle the graph and label the categories. Remove the buttons one at a time and color in the graph's bars. Tell about what the graph shows. ✓ Use a handful of buttons. Count them and record the number. ✓ Match sets of buttons to number cards. ✓ Use two handfuls of buttons (or large spoonfuls). Count the buttons and compare the two sets. ✓ Arrange buttons to show addition and subtraction situations. Record the results. ✓ Other games as devised by the teacher or children.	30. Buttons Egg cartons Grid paper Crayons Pencils 	30. O IT MC
31. "Then and Now" Match	31. The children will match "Then and Now" pictures.	31. R.1,2$_1$	31. E.250$_1$ E.250$_2$ E.250$_3$	31. The teacher will photocopy pictures from original mail-order catalogs when mail-order companies first started. Good examples are washing machines, toys, irons, radios, lawn mowers, etc. For each photocopied item from the original catalog, pictures will be found	31. Pictures from old mail-order catalogs Pictures from recent catalogs	31. O L PA

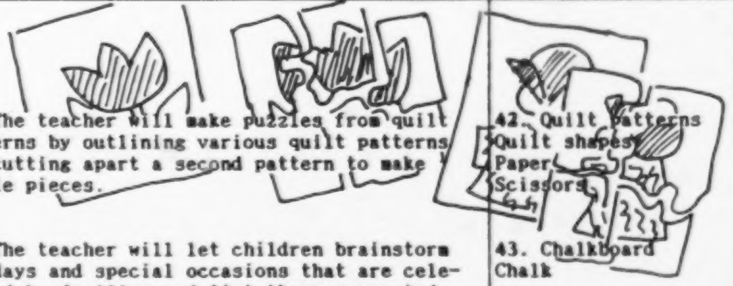
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				of that item's equal today. The children will match the pictures from "Then and Now."		
32. "Then and Now" Pictures	32. Children will create pictures of "Then and Now" on paper folded in fractions.	32. M.31,C*87 E.1 $R.3,4,115_1$ $R.115_2$ A.C1 $R.115_3$	32. M.C*87,C*88 $R.115_1$ M.C*88 $R.115_2$ M.C*88 $R.115_3$	32. The teacher will show the children how to fold paper in half, then in fourths (across the paper). Next the teacher will show the children how to unfold their papers and fold them lengthwise in thirds. The teacher will have the children unfold their papers and count the resulting sections (12). The children should turn their papers crosswise and leaving the upper left 1/12 blank, write "Past," "Now," and "Future" along the top. The children should name a number of aspects of life--food, travel, clothing, recreation, homes, schools, and so on. Each child should choose two categories and label these along the left side of the paper. The children can then draw six pictures of aspects of life in the past, present, and future. The children can describe their pictures in small groups. The pictures can be posted in a display labeled: "Life--Past, Present, and Future."	32. Paper Crayons/markers 	32. O PA MC
33. Dioramas and Displays	33. The children will construct a "Then and Now" diorama or an old-fashioned artifact.	33. OC.46 $E.1,2,3,4_1$ A.C1,C5	33. $H.24_1$ H.24,35 $A.6_2$ A.6 $H.24,35_3$	33. The teacher will provide materials for the children to choose and create either a "Then and Now" diorama or an old-fashioned artifact. (Ideas: general store/shopping mall; samplers/t-shirts; pillory or stocks/jail; dunce cap/principal's office; horn book/basal reader; postriders/TV, radio; quill pen/pencils, pens, markers; and so on.)	33. Shoeboxes Paper Cardboard Clay Crayons/Markers Scissors Assorted material as needed  Then and Now General Store / Shopping Mall	33. PA
34. "Then and Now" Stand-Up	34. The children will stand up if a statement describes life today, but will remain seated if it describes life long ago.	34. R.2 $R.C*60_3$	34. R.C*60 $E.124_1$ R.C*60 $E.124_2$ $E.124_3$	34. The teacher will read statements similar to the following for children to react to: People hunted and farmed for food. Homes are made of brick and/or wood. People made all their own clothes. Machines do most of the work. People shop in grocery stores. People traveled by canoe and wagon. People travel by cars and airplanes. People made homes from trees. People sleep on box springs and mattresses. People slept on mattresses stuffed with straw. People from the community came to a barn-	34. Prepared list of statements	34. O

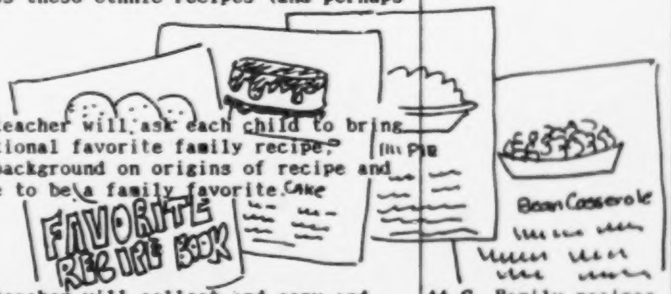
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				raising to help build a barn. People hire a construction company to build a building. People heat their homes with furnaces or central heat. People heated their homes with a fireplace. Children attended a dame or one-room school. Children attend an elementary school.		
Emphasis: Ethnic Heritage						
35. Historical View	35. The children will participate in a discussion of the history of America.	35. $SS.24_3$	35. $SS.42_1$ $SS.42_2$ $SS.42_3$	35. The teacher will review with the children what they have learned about the history of the United States, adding information the children might omit. The teacher will emphasize that the Indians were misnamed and were really the first or "native" Americans. The colonists were the second group of people important in our history. As time changed, there were many groups of people who were important in our history. People from around the world also came to America and played a part in our becoming who we are today. The teacher will ask children to describe how travel today makes it easier for people to know their international neighbors.	35. Map of the U.S.	35. O
36. Book: Over and Over (Zolotow)	36. The children will listen to the book Over and Over and discuss it.	36. $R.10,62_1$ E.*155 $R.C{*}63_3$	36. E.*155 $R.C{*}63_1$ E.*155 $R.C{*}63_2$	36. The teacher will read Over and Over to the class and will review sequence of holidays with children by writing them on their chalkboard and leading a discussion about the book.	36. Bo[illegible]. Over and Over by C. Zolotow Chalkboard/chalk  	36. O
37. Holiday Wheels	37. The children will construct holiday wheels.	37. OC.46 E.1 $R.10_1$ $E.155_3$	37. $E.155_2$	37. The teacher will provide materials for each child to construct a holiday wheel by coloring a picture in each section of a circle to which another circle with a cut-out wedge will be fastened with a brad. The teacher will be sure to help each child put his/her birthday in the proper order.	37. Large paper circle divided into 6 sections Large paper circle with 1/6 wedge cut out Pencils Crayons Brads	37. PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
38. "I'm Thankful" Class Booklet	38. The children think of something they are thankful for and will illustrate their ideas.	38. R.4,115 E.1_1 R.115_2 A.C1 R.115_3	38. R.115_1 R.115_2 R.115_3	38. The teacher will write down what each child says s/he is thankful for. The teacher will provide materials for the children to illustrate ideas and will put together an "I Am Thankful For..." class booklet. The children will sing Bless This House or another song of thanks.	38. Paper Crayons Cover for booklet Staples/stapler	38. L PA CCF
39. Sharing Memories	39.A. The children will share memories of fabric scraps brought from home.	39.A. R.3,4_1	39.A. OC.1,18,C20, $C34_2$ OC.1,17,18, C20,$C34_3$	39.A. The teacher will allow time for children to talk about memories concerning their fabric scraps.  I Am Thankful For-- by Mrs. Roberts's 1st grade class Theo My family John My toy 3 wheeler Elizabeth Puff Fluff my 2 puppies		39.A. L
	39.B. The children will compare their experiences to the quilt memories in The Keeping Quilt.	39.B. R.3,4,10,114 E.341_1 R.114_2	39.B. R.114_1 OC.C34 R.114_2 OC.C34 R.114_3	39.B. The teacher will let children compare their memories and experiences to the quilt memories in The Keeping Quilt.	39.B. Book, The Keeping Quilt by P. Polacco	39.B. ECS L
	39.C. The children will mention the different ways the quilt was used in The Keeping Quilt.	39.C. R.3,4_1 R.$C*66_3$	39.C. R.$C*66_1$ R.$C*66_2$	 39.C. The teacher will also help the children make a list of the different functions of the quilt as shown in The Keeping Quilt.	39.C. Book, The Keeping Quilt by P. Polacco Chalkboard/chalk or chart paper/markers	39.C. ECS L
40. "Then and Now" Mural Additions	40. The children will add new information to mural.	40.	40.	40. The teacher will have children add information gathered from the book The Keeping Quilt to the "Then and Now" mural.	40. "Then and Now" mural Mural-making supplies	40. PA
41. Paper Quilts	41. The children will design a quilt from wallpaper.	41. E.3,4_1	41. H.24 A.$C22_1$ H.24 A.C22,$C24_2$	41. The teacher will provide wallpaper samples from which children will choose several Patterns. The wallpaper will be cut and pasted to design a quilt.	41. Wallpaper sample book Scissors Paper Glue or paste	41. O

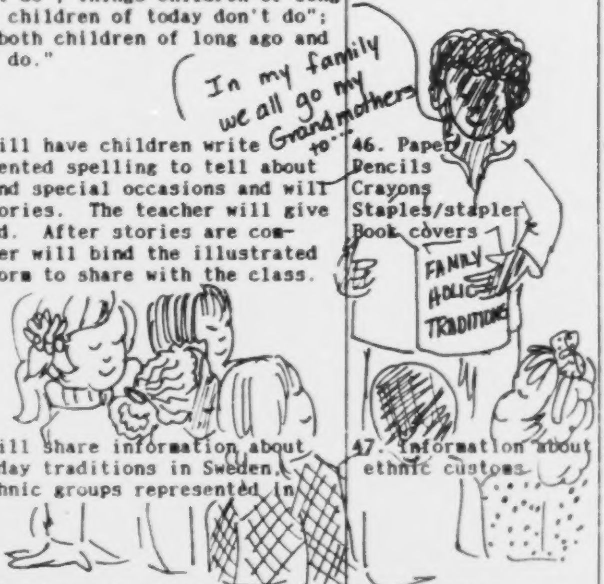
Unit Title Then and Now

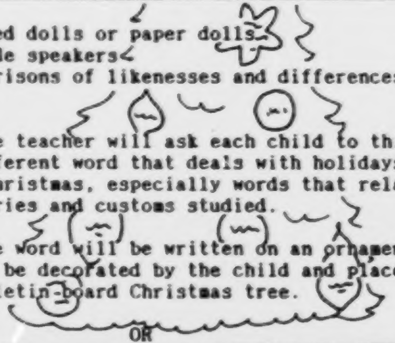
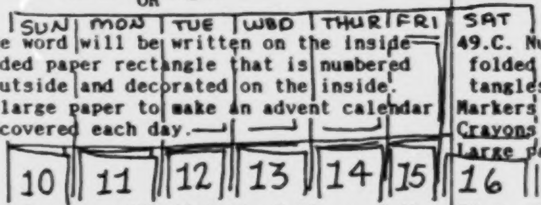
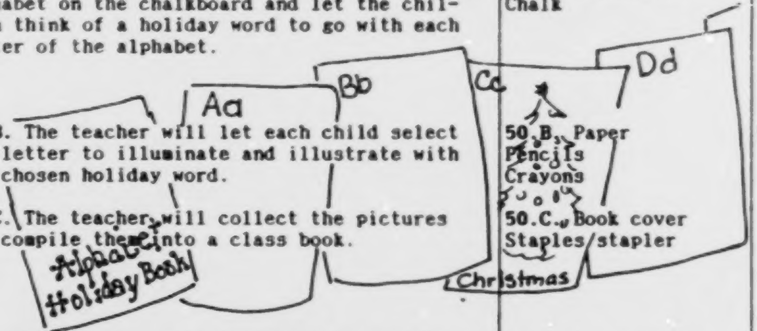
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			H.24 A.C22,C23, C24$_3$			
42. Quilt Puzzles	42. The children will put together quilt puzzles.	42. E.7$_1$	42. A.C24$_2$ A.C24$_3$	42. The teacher will make puzzles from quilt patterns by outlining various quilt patterns and cutting apart a second pattern to make puzzle pieces.	42. Quilt Patterns Quilt shapes Paper Scissors	42. O
43. Holidays	43. The children will brainstorm to list holidays.	43. E.155$_3$	43. E.155$_1$ E.155$_2$	43. The teacher will let children brainstorm holidays and special occasions that are celebrated by families and list those suggested.	43. Chalkboard Chalk	43. ECS
44. Ethnic Foods	44.A. The children will list foods mentioned in The Keeping Quilt.	44.A. R.C*66$_3$	44.A. SS.42 R.C*66$_1$ SS.42 R.C*66$_2$ SS.42$_3$	44.A. The teacher will write down the foods the children list from The Keeping Quilt: challah, kulich, chicken soup. The teacher will discuss these ethnic recipes (and perhaps make one).	44.A. Chalkboard Chalk	44.A. ECS L
	44.B. The children will bring in a favorite family recipe.	44.B. R.4,10$_1$ E.316$_3$	44.B. SS.42 E.316$_1$ SS.42 E.316$_2$	44.B. The teacher will ask each child to bring in a traditional favorite family recipe, including background on origins of recipe and how it came to be a family favorite.		44.B. O
	44.C. The children will decorate the recipe booklets.	44.C. E.1$_1$ A.C1$_3$	44.C. A.C3$_2$ A.C3$_3$	44.C. The teacher will collect and copy and bind the family favorite recipes into booklet form to be sent home as holiday gifts to parents. The teacher will provide materials for decoration of booklets.	44.C. Family recipes Staples/stapler Booklet covers Crayons Cloth scraps Construction paper	44.C. PA

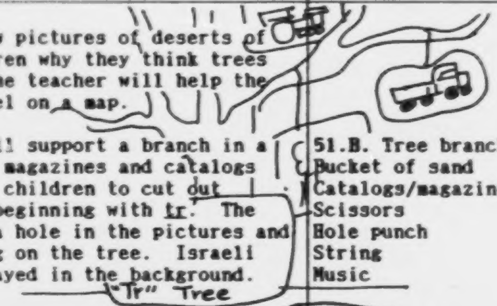


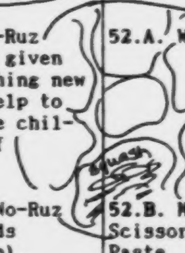


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
45. Then and Now	45. The children will contribute to a class chart listing how+what children do has changed.	45. $R,2,3,4_1$ R.C*66 $E.344_3$	45. R.C*66 $E.344_1$ R.C*66 $E.344_2$	45. The teacher will write down contributions from children under the following categories: "Things children today can do that children of long ago could not do"; Things children of long ago could do that children of today don't do"; and "Things that both children of long ago and children of today do."	45. Chart paper Markers	45. ECS L
46. Family Holiday Traditions	46. The children will apply writing skills to write stories about family traditions.	46. OC.46 R.4,8 E.32,37,38, 39 $SS.13_1$ $E.*184,*344,*357_3$	46. $E.82,*184,344,*357_1$ $E.82,*184,344,*357,394_2$ $E.82,394_3$	46. The teacher will have children write stories using invented spelling to tell about family holidays and special occasions and will illustrate the stories. The teacher will give guidance as needed. After stories are completed, the teacher will bind the illustrated stories in book form to share with the class.	46. Paper Pencils Crayons Staples/stapler Book covers	46. ECS WC PF
47. Ethnic Holiday Customs	47. The children will listen to information about ethnic holiday customs.	47. $SS.13_1$	47. SS.11,42 $SS.11,42_2$ $SS.11,42_3$	47. The teacher will share information about Hanukkah and holiday traditions in Sweden, Russia and an ethnic groups represented in the community.	47. Information about ethnic customs	47. O
48. Holiday Festival	48. The children will develop planning and organizational skills.		48. $H.20,24_1$ $H.20,24,35_2$ $H.20,24,35_3$	48. The teacher will help the children plan a Holiday Festival and choose and carry out various activities. The teacher will provide information, resources and materials as necessary. Suggested activities: Tree and room ornaments. Food from different countries (cooked at home or at school) Shoebox diorama of traditional customs Posters of jobs, transportation and other information about country Skits about customs Costumes	48. Resources information Encyclopedias Resource books Assorted materials as needed	48. O PA L


In my family we all go my Grandmothers to...
FAMILY HOLIDAY TRADITIONS

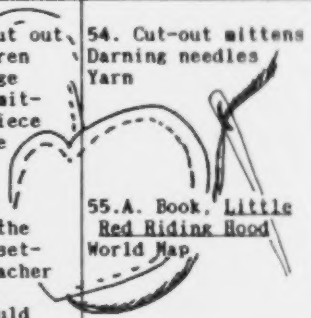
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				Dressed dolls or paper dolls Outside speakers Comparisons of likenesses and differences Games		
49. Holiday Words	49. The children will think of a holiday word to decorate.	49. E.1 R.4$_1$	49. E.*155$_1$	49.A. The teacher will ask each child to think of a different word that deals with holidays and/or Christmas, especially words that relate to countries and customs studied.	49.A. Chart paper Markers	49.A. PA ECS
		E.*155$_3$	E.*155$_2$ A.42$_3$	49.B. The word will be written on an ornament shape to be decorated by the child and placed on a bulletin-board Christmas tree. 	49.B. Markers Crayons Ornament shapes Bulletin board	49.B. PA
				OR		
				49.C. The word will be written on the inside of a folded paper rectangle that is numbered on the outside and decorated on the inside. Glue on large paper to make an advent calendar to be uncovered each day.  SUN MON TUE WED THUR FRI SAT 10 11 12 13 14 15 16	49.C. Numbered and folded paper rectangles Markers Crayons Large paper	49.C. WC
Emphasis: Holidays						
50. Holiday ABC Booklet	50.A. The children will think of holiday words to go with each letter of the alphabet.	50.A. E.*155$_3$	50.A. E.C64,C*155$_1$ E.C64,C*155$_2$ E.C64$_3$	50.A. The teacher will list the letters of the alphabet on the chalkboard and let the children think of a holiday word to go with each letter of the alphabet.	50.A. Chalkboard Chalk	50.A. L
	50.B. The children will choose a word to illuminate and illustrate.	50.B. E.1,4 R.115$_1$	50.B. E.*155 R.115$_1$	50.B. The teacher will let each child select one letter to illuminate and illustrate with the chosen holiday word. 	50.B. Paper Pencils Crayons	50.B. PA
		R.115$_2$ E.*155 R.115$_3$	E.*155 R.115$_2$ R.115$_3$	50.C. The teacher will collect the pictures and compile them into a class book.	50.C. Book cover Staples/stapler	
51. New Year of Trees (Israel)	51.A. The children will listen and participate as the teacher discusses an Israeli custom.	51.A. R.3,4 E.340$_1$ SS.18$_2$	51.A. R.C*70 SS.42$_1$ SS.42$_2$	51.A. The teacher will explain the importance of trees as a symbol of life to the people of Israel. The New Year of Trees is celebrated in the spring. On the Bi-Shevat, the children in Israel are given the privilege of planting trees so that the land will live and thrive.	51.A. Pictures of deserts World map	51.A. O

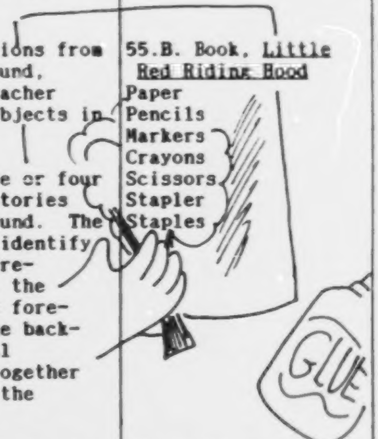




Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			SS.C42,42$_3$	The teacher will show pictures of deserts of Israel and ask children why they think trees are so important. The teacher will help the children locate Israel on a map.		
	51.B. The children will decorate a "tr" tree.	51.B. E.3,5,48 R.24$_1$ R.48 E.55$_3$	51.B. R.48 E.55$_1$ R.48 E.55$_2$	51.B. The teacher will support a branch in a bucket of sand. Old magazines and catalogs will be provided for children to cut out pictures of objects beginning with tr. The children will punch a hole in the pictures and hang them by a string on the tree. Israeli folk music can be played in the background.	51.B. Tree branch Bucket of sand Catalogs/magazines Scissors Hole punch String Music	51.B. PA
52. No-Ruz (Iran)	52.A. The children will listen as the teacher discusses an Iranian celebration, and they will respond to questions.	52.A. R.3,4 E.340$_1$ E.299$_2$ R.C*70$_3$	52.A. R.C*70$_1$ R.C*70$_2$	52.A. The teacher will explain that No-Ruz means "new day" in Iran. Children are given special gifts and everyone wears something new to welcome spring. The teacher will help to locate Iran on the map and will ask the children what kind of climate, what kind of clothing, etc., are typical of Iran	52.A. World map	52.A. O L
	52.B. The children will find seven words or pictures that start with the letter "s" and represent things from our harvest.	52.B. R.24 E.3,4,48$_1$	52.B. SS.42$_1$ H.C37 SS.42$_2$ SS.42 H.C37$_3$	52.B. The teacher will explain that a No-Ruz dinner must include at least seven foods beginning with the letter "s" (haft sin). These foods are symbols of the goodness of the harvest. The children will be asked to find seven words or pictures that start with the letter "s" and represent things from our harvest. These will be cut out and pasted on a paper plate.	52.B. Magazines Scissors Paste Paper plates	52.B. O PA
53. Paper Bag Mukluks (Eskimo-Indian)	53. The children will draw designs on mukluks.	53. E.23,24,25,27$_1$	53. A.C24$_2$ A.C24,42 SS.44,45$_3$	53. The teacher will help children find Alaska on a map and will discuss the type of clothing necessary for such a cold climate. The teacher will give each child 2 brown paper lunch bags. The children will use straight lines, curved lines, slanted lines and basic shapes to draw designs on the bags with crayons. Stretched-out cotton balls may be glued around the top of the bags for a fur trim. To wear the mukluks, children slip bags over their feet and secure them by tying thick yarn around the bags.	53. Brown paper lunch bags (2 per child) Crayons Glue Cotton balls Yarn	53. MC PA

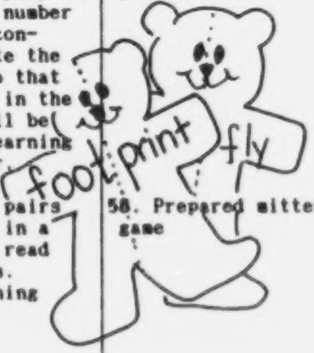
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
54. Paper Bag Mittens	54. The children will lace mittens using darning needles and yarn thread.	54. E.6$_1$	54. A.C6$_2$ A.C6$_3$	54. The teacher will provide 2 mittens cut out of brown paper bags or cloth. The children will use strings of colored yarn and large needles to sew the edges. Each pair of mittens will be tied together with a long piece of yarn so that they can be worn over the child's shoulders.	54. Cut-out mittens Darning needles Yarn	54. PA
55. The Black Forest (Germany)	55.A. The children will listen to Little Red Riding Hood and learn about its setting.	55.A. R.C*81$_3$	55.A. E.124$_1$ R.C*71,C*82$_2$ R.C*71,C*82$_3$	55.A. The teacher will help the children locate Germany on the map and will tell the story of the Black Forest, which is the setting for Little Red Riding Hood. The teacher will read Little Red Riding Hood and ask questions such as: What do you think would have happened if Red Riding Hood hadn't met the wolf? What would you have done if you were Red Riding Hood's grandmother?	55.A. Book, Little Red Riding Hood World Map	55.A. O
	55.B. The children will create their own story using the Black Forest as the setting.	55.B. E.1,2,3,4$_1$ A.C1$_3$	55.B. A.C27,C28, C29 E.124$_1$ A.C27,C28, C29 E.124,394$_2$ A.C27,C28, C29 E.124,394$_3$	55.B. The teacher will show illustrations from the storybook and discuss the foreground, middleground, and background. The teacher will call on a few children to name objects in each of these on several pages. The teacher will give each child three or four sheets of paper to create their own stories using the Black Forest as the background. The children will include and be able to identify "background," "middleground," and "foreground." (To reinforce this concept, the children can be encouraged to cut out foreground details and paste them over the background. This gives a more dimensional effect.) The pages will be stapled together and a title for the story written on the cover.	55.B. Book, Little Red Riding Hood Paper Pencils Markers Crayons Scissors Stapler Staples	55.B. O L PA P
56. Dancing Bears (Russia)	56. The children will listen to the teacher as she discusses the location and customs of Russia.	56. E.3,4,20,21, 22$_1$ A.C1$_3$	56. SS.42$_1$ SS.42 A.40$_2$ SS.42 A.40$_3$	56. The teacher will help the children locate Russia on a map. She will explain that in Russia, the Winter Festival at New Year's is a very special time. Part of the fun is being entertained by others dressed as dancing bears. Let the children trace around a bear pattern, cut it out and decorate the bear with vest and hats.	56. World map Bear patterns Brown construction paper Scissors Glue Scraps of material Glitter	56. O PA

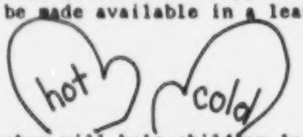


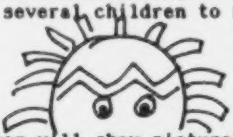


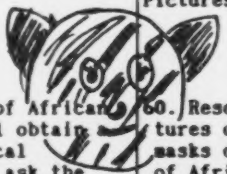
Unit Title Then and Now

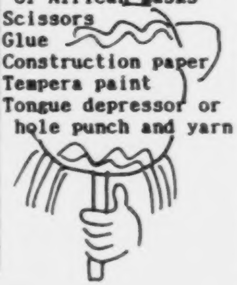
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
57. Compound Bears	57. The children will put two words together to form compound words.	57. E.7 R.C*42$_1$ R.C*42$_2$ R.C*42,C*55 E.342$_3$	57. R.C*42,C*55 E.342$_1$ R.C*42,C*55 E.342$_2$ R.C*42$_3$	57. The teacher will choose several compound words from selected reading material appropriate for the children. A corresponding number of dancing bears should be cut out of construction paper. The teacher will write the compound word on the bear spacing it so that the bear can be cut to divide the word in the appropriate place. The bear pieces will be put in a puzzle box and located in a learning center for the children to put together.	57. Bear puzzle pieces	57. O
58. Mitten Match	58. The children will match antonyms appropriately.	58. R.C44$_1$ R.C44$_2$ R.C*33,C44, C*66$_3$	58. R.C*33,C44, C*66$_1$ R.C*33,C44, C*66$_2$ R.C44$_3$	58. The teacher will write antonyms on pairs of mittens. These mittens will be put in a plastic ziploc bag. The children will read each mitten and match it with opposites. These will be made available in a learning center.	58. Prepared mitten game	58. O
59. Kwanza (Afro-American)	59. The children will learn about the customs and symbols of Kwanza.	59. E.340$_1$ R.C*66$_3$	59. SS.42 R.C*66$_1$ SS.42 R.C*66$_2$ SS.42$_3$	59. The teacher will help children locate Africa on a map or globe and discuss history of Kwanza and African heritage. The teacher will call on several children to retell information.	59. World map Globe Background information Pictures	59. L
60. African Masks	60. The children will create African animal masks.	60. E.2,3,4,5, 19$_1$ A.C1$_3$	60. A.2,6,40$_2$ A.2,6,25,40, 42$_3$	60. The teacher will show pictures of African masks from library art books or will obtain a collection of African masks from local resource persons. The teacher will ask the children to design and create a mask of their own. The teacher will help the children cut out eye holes in paper plates. The children will cut nose and ear shapes out of construction paper or use tempera to paint features. The children can make zebra masks, leopard masks, elephant masks, or can depict other African animals. The teacher will help children attach tongue depressors for stick masks or punch holes on each side and string with yarn for tie-on masks.	60. Resource pictures of African masks or collection of African masks Scissors Glue Construction paper Tempera paint Tongue depressor or hole punch and yarn	60. PA



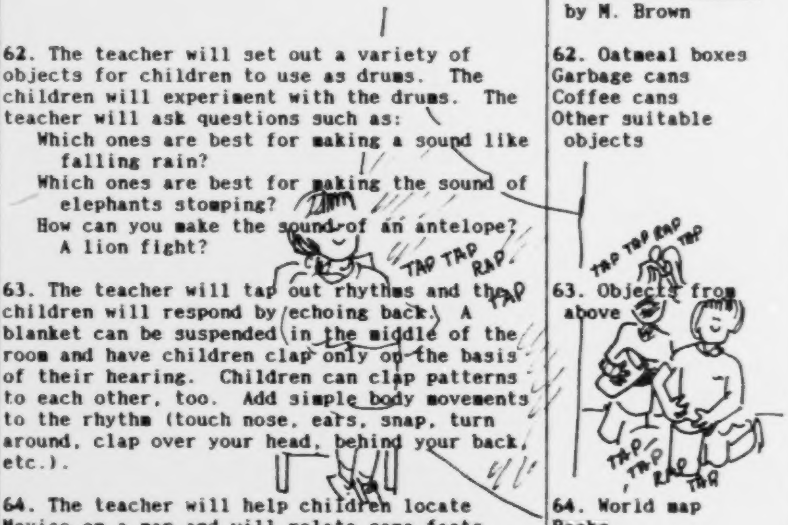




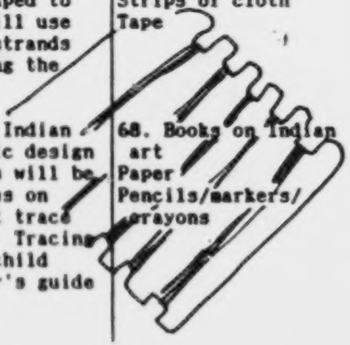




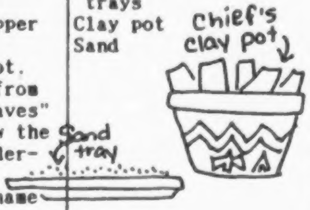
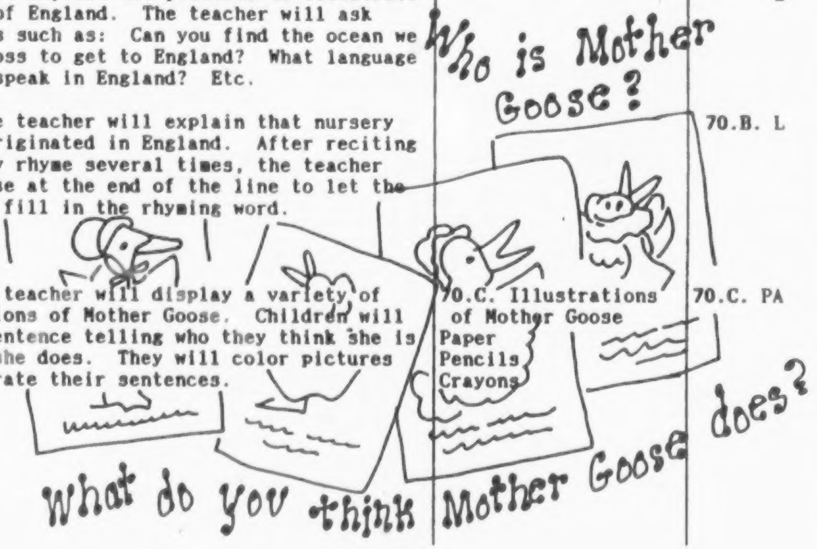
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
61. African Drama	61. The children will use their masks for dramatic play.	61. E.340$_1$ E.337$_2$ E.280$_3$	61. E.279$_1$	61. The teacher will allow time for children to role play using their masks. (African stories can be used as a base for dramatization.)	61. Masks from previous activity Books: Anansi, the Spider by G. McDermott; Shadow by M. Brown	61. O
62. Drum Beats	62. The children will use a variety of objects as drums and talk about different sounds they make.	62. R.3,4$_1$ MU.C1,C44$_3$	62. MU.C2,C27, C58$_1$ MU.C2,C27, C45,C58$_2$ MU.C2,C27, C45,C58$_3$	62. The teacher will set out a variety of objects for children to use as drums. The children will experiment with the drums. The teacher will ask questions such as: Which ones are best for making a sound like falling rain? Which ones are best for making the sound of elephants stomping? How can you make the sound of an antelope? A lion fight?	62. Oatmeal boxes Garbage cans Coffee cans Other suitable objects	62. O L
63. Drum Echoes	63. The children will repeat sound patterns made by the teacher.	63. MU.C1,C3$_3$	63. MU.C31$_1$ MU.C31,C45$_2$ MU.20,C31, C45$_3$	63. The teacher will tap out rhythms and the children will respond by echoing back. A blanket can be suspended in the middle of the room and have children clap only on the basis of their hearing. Children can clap patterns to each other, too. Add simple body movements to the rhythm (touch nose, ears, snap, turn around, clap over your head, behind your back, etc.).	63. Objects from above	63. L
64. A Mexican Holiday! Los Posados	64. The children will listen to information about Mexico and respond to questions appropriately.	64. E.340$_1$ R.40$_2$	64. R.C*92$_3$	64. The teacher will help children locate Mexico on a map and will relate some facts about the people using pictures and books for resources. The teacher will explain the history of Los Posados. After the discussion, the teacher will ask review questions related to location, dress, food and customs.	64. World map Books Pictures	64. L
65. Nine Days 'til Christmas	65.A. The children will listen to the story Nine Days 'til Christmas.	65.A. R.114$_1$ R.40,114$_2$ R.114$_3$	65.A. E.124 R.115$_1$ E.124 R.114$_2$ E.124 R.114$_3$	65.A. The teacher will read a story to the children and help them pronounce the Spanish words. After the story, the teacher and children will discuss illustrations, dress, homes, etc.	65.A. Book, Nine Days 'til Christmas by M. H. Ets & A. Labastida	65.A. O L



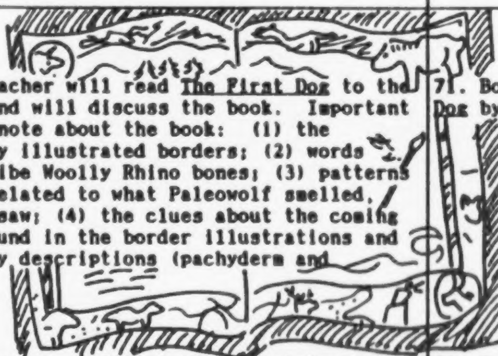
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	65.B. The children will make paper doll characters and/or objects from the story.	65.B. R.1,3,4$_1$ A.C1,C5$_3$	65.B. A.6$_2$ A.6$_3$	65.B. The teacher will provide material for children to make paper doll characters dressed in Mexican attire and/or piñatas.	65.B. Serapes of paper and cloth Small balloons Paper mache	65.B. PA
	65.C. The children will use paper dolls and a piñata to demonstrate spatial relationships.	65.C. E.5,10,12,13,14,15,16,17$_1$ R.19 S.C64$_2$	65.C. A.C22$_1$ A.C22$_2$ A.25,C22$_3$	65.C. The teacher will help children create a small stage (table top, box, etc.). Two small tree branches or twigs will be placed in clay to make them stand up. Yarn will be strung from tree to tree to attach a pinata. The children will use the dolls and pinata to respond to oral directions from the teacher. Example: Bring the pinata up. Bring the pinata down. Place Ceci (girl in story) behind the tree. Put Gabina (the doll) beside Ceci. Etc.	65.C. Clay 2 tree branches Objects children make from story	65.C. O PA
66. Inter-Tribal Indian Celebration (American Indian)	66. The children will learn about the Inter-tribal Indian Celebration.		66. SS.42$_1$ SS.42$_2$ SS.C41,42$_3$	66. The teacher will provide pictures and information about a ceremony which takes place in Gallup, New Mexico. It will be explained that more than 50 tribes gather to celebrate their traditions and customs. Some of these will be discussed.	66. Pictures of Inter-Tribal Indian Celebration	66. PA
67. Weaving	67. The children will make a "loom" and weave a design.	67. E.12,15$_1$ A.7$_3$	67. A.7$_1$ A.7$_2$	67. The teacher will help each child make a loom by cutting 5 notches in both ends of a styrofoam food tray and stringing yarn through the notches. The yarn ends will be taped to the back of the tray. The children will use the over-under method to weave short strands of yarn or narrow strips of cloth using the looms.	67. Styrofoam meat trays Yarn Strips of cloth Tape	67. PA
68. Head Dress	68. The children will trace Indian designs on headbands.	68. E.20,21,22,28 R.29 M.C35$_1$ A.C1$_3$	68. A.6,C24$_2$ A.6,C24$_3$	68. The teacher will provide books on Indian art so that children can copy authentic design patterns. As a guide, several designs will be drawn by the teacher using broken lines on strips of paper so that children might trace over them to begin their own pattern. Tracing from the left side of the strip, the child will start a pattern using the teacher's guide and continue it by himself.	68. Books on Indian art Paper Pencils/markers/crayons	68. PA O



Unit Title Then and Now

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
69. Sand Writing	69. The children will reproduce upper and lower case letters.	69. E.32$_1$ E.35,36,37$_2$	69. E.45,46,47$_3$	69. The teacher will provide sand in styrofoam food trays and a clay pot (decorated with Indian designs) to use as a container. Upper and lower case letters will be written on small strips of paper and placed in the pot. One child is the Chief and draws a paper from the pot. He reads the letter and the "braves" or "squaws," who have the sand trays, draw the letter in the sand. Everyone needs to understand the Chief will say Capital--for the upper case letters and will just say the name of the letter for the lower case.	69. Styrofoam food trays Clay pot Sand 	69. O IT
70. May Day (English)	70.A. The children will learn about some English customs and respond to questions.	70.A. E.340 R.4$_1$ E.299,300$_2$	70.A. SS.42$_1$ SS.45$_3$	70.A. The teacher will help children locate England on map and use pictures to illustrate country of England. The teacher will ask questions such as: Can you find the ocean we would cross to get to England? What language do they speak in England? Etc.	70.A. World map	70.A. O L
	70.B. The children will fill in the missing rhyming words in some nursery rhymes.	70.B. R.5,113,114 E.49$_1$ R.113,114 E.314,315, 334$_2$	70.B. R.113,114$_1$ R.113,114$_2$	70.B. The teacher will explain that nursery rhymes originated in England. After reciting a nursery rhyme several times, the teacher will pause at the end of the line to let the children fill in the rhyming word.	 Who is Mother Goose? What do you think Mother Goose does?	70.B. L
	70.C. The children will write sentences about who Mother Goose is and what she does.	70.C. E.1,23,24, 25$_1$ R.40 E.*148,*149, 337$_2$ R.C*64,C*66, C*67,*184 E.C346$_3$	70.C. E.184,344, 346,352$_1$ R.C*65,C*67, C*83 E.62$_2$	70.C. The teacher will display a variety of illustrations of Mother Goose. Children will write a sentence telling who they think she is and what she does. They will color pictures to illustrate their sentences.	70.C. Illustrations of Mother Goose Paper Pencils Crayons	70.C. PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Emphasis: Animal History						
71. Book, The First Dog (Brett)	71. The children will listen to the book The First Dog and discuss it.	71. R.3,114$_1$ R.114 E.299,300$_2$ R.C*70,C*82, 114 E.288,289, *291$_3$	71. R.85,114$_1$ R.C*67,C*71, C*82,114 E.115,*291 A.C24$_2$ R.114$_3$	71. The teacher will read The First Dog to the children and will discuss the book. Important things to note about the book: (1) the beautifully illustrated borders; (2) words that describe Woolly Rhino bones; (3) patterns of words related to what Paleowolf smelled, heard and saw; (4) the clues about the coming dangers found in the border illustrations and the sensory descriptions (pachyderm and feline).	71. Book, The First Dog by Jan Brett	71. O L
72. Then and Now--Animals	72. The children will name all the animals mentioned in The First Dog and try to think of the comparable animals found today.	72. R.10 E.340$_1$ R.C*66$_3$	72. R.C*66$_1$ R.C*66$_2$	72. The teacher will list the animals' names on a chart. (This chart could be later illustrated by the class.)	72. Book, The First Dog by J. Brett Chart paper Markers	72. L PA
73. Then and Now--Dogs	73. The children will think of ways dogs of long ago and dogs of today help people.	73. R.3,4$_1$ R.C*71 S.C*5$_3$	73. S.C5$_1$ R.C*71 S.C5,C27$_2$ S.C27$_3$	73. The teacher will ask the children how Paleowolf helped Kip in the book, The First Dog. The teacher will ask the children to think of ways that dogs have been helpful to men in the past and are now helpful to people. The teacher will write down the children's suggestions. (hunting dogs, sled dogs, guide dogs for the blind and deaf, police dogs, dogs to find bombs and drugs, guard dogs, dog races, dogs for pets and companionship)	73. Chart paper Markers Book, The First Dog by J. Brett	73. ECS
74. "Then and Now" Mural Additions	74. The children will add new information to mural.	74. R.115 E.1,3$_1$ R.115$_2$ R.115 A.C1$_3$	74. R.115$_1$ R.115$_2$	74. The teacher will have the children add information gathered from The First Dog to the "Then and Now" mural.	74. "Then and Now" mural Mural-making supplies	74. PA



The First Dog

Aurochs

Megaceros

Cave Bears

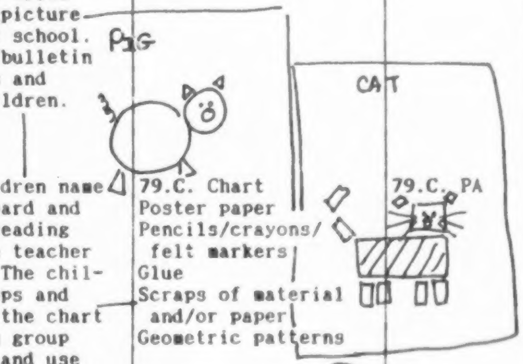
Woolly Rhinoceros

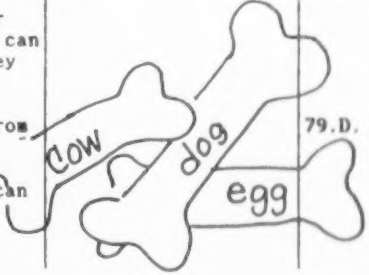
Wild Horse

Mighty Mammoth

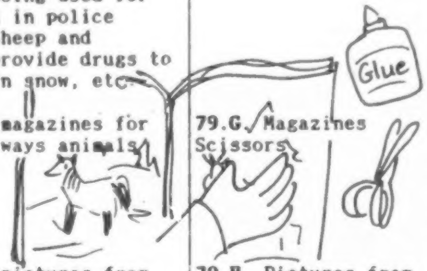
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
75. Extinct and Endangered Animals	75. The children will brainstorm the names of extinct and endangered animals.	75. E.340 R.1,2,C*42$_1$ R.C*42$_3$	75. R.C*42$_1$ R.C*42$_2$	75. The teacher will share with the children the definitions of the words extinct and endangered. The teacher will label the "then" part of the Then and Now--Animals chart as extinct. As the children brainstorm extinct and endangered animals, the teacher will write the names down on a chart. (Ranger Rick is a good source of information on endangered animals.)	75. Then and Now--Animals chart Chart paper Markers Animal books and magazines for resources	75. PA L
76. Animal Categories	76. The children will categorize animals as to whether they are extinct, endangered, or neither.	76. R.1,2$_1$	76. S.C27$_2$ S.C27$_3$	76. The teacher will create an animal game (either on cards or with flannel board pieces) using pictures of animals to be categorized according to whether they are extinct, endangered or neither.	76. Animal cards Category labels	76. O
77. Illuminated Illustrations	77. The children will create an illuminated picture.	77. E.1,3,4$_1$ A.C1$_3$	77. H.24$_1$ H.24 A.C3$_2$ H.24 A.C3$_3$	77. The teacher will let children choose an animal or pet of their choice to illuminate by creating borders around the edges of the paper and decorating them in the manner of the illustrations in The First Dog.	77. Paper Crayons Book, The First Dog Examples of illumination	77. PA PF
78. Then and Now--Horses	78. The children will think of ways the use of horses has changed over the years.	78. R.3,4,10$_1$	78. SS.42 S.C5$_1$ SS.42 S.C5$_2$ SS.42 S.C5$_3$	78. The teacher will share information about eohippus, the first horse (it was small and later developed into the horse known today) and will describe how the Spanish introduced the first horse into this country several hundreds of years ago. The teacher will write down ideas as the children think of ways the horse has helped man in the past and the main uses of horses today, pointing out the trend from work horses to recreational uses of horses. The teacher will have the children name differences in the ways we care for, house, and feed animals now and in the past.	78. Chart paper Markers Resource books	78. ECS

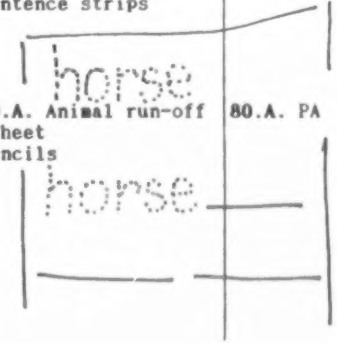
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
79. Animals That Help Man	**79.A.** The children will cut out pictures from magazines showing how animals helped people years ago and pictures showing animals helping people today.	**79.A.** E.3 R.4$_1$ E.250$_2$	**79.A.** E.250 S.C5$_1$ S.C5$_2$ S.C5$_3$	**79.A.** The teacher will discuss with the children how their grandparents depended on animals to help them. The teacher will use reference pictures from old magazines to illustrate (old farm magazines would be useful). Some suggestions are: dogs helping hunt for food, ox or mule plowing, horses helping pull or carry loads, etc.	**79.A.** Scissors Farm magazines with appropriate illustrations	**79.A.** O PA
	79.B. The children will write sentences and illustrate stories grandparents tell them about how animals were used when they were young.	**79.B.** E.1,37,38, 39,83$_1$ A.C1 E.*184,*185, 344,C346$_3$	**79.B.** E.82,*184, *185,344, C346$_1$ E.82,*184, *185,344, C346$_2$ E.82$_3$	**79.B.** The teacher will provide paper for each child to take home. The children will interview their grandparents or an older relative about how animals were used when they were young. Children will illustrate and write sentences about the stories. These picture stories will be placed on display at school. The teacher will provide an animals bulletin board to display the picture stories and magazine pictures brought by the children.	**79.B.** Paper Pencils Crayons	**79.B.** PA WC PF
	79.C. The children will read words from an animal chart and illustrate.	**79.C.** R.4,C44 E.1,3,4$_1$ A.C1$_3$	**79.C.** R.C44$_1$ R.C44$_2$ R.C44$_3$	**79.C.** The teacher will help the children name the animals on the above bulletin board and write the names on a chart. After reading several times with the children, the teacher will cut the words from the chart. The children will be divided into small groups and each group will receive a word from the chart to illustrate on poster board. Each group will write the name of their animal and use geometric patterns and scraps of material or paper to create their animal. The children can make up a song about an animal to a tune they know.	**79.C.** Chart Poster paper Pencils/crayons/ felt markers Glue Scraps of material and/or paper Geometric patterns	**79.C.** PA
	79.D. The children will arrange animal words in alphabetical order.		**79.D.** E.*64$_1$ E.*64$_2$ E.*64$_3$	**79.D.** The teacher will write animal words from the above activity on paper dog bones. The children will place them in alphabetical order according to the first letter. This can be used in a center.		**79.D.** O





Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	79.E. The children will sort singular and plural words.	**79.E.** R.C44$_1$ E.*69 R.C44,C*56$_3$	**79.E.** E.*69 R.C44,C*56$_1$ E.*69 R.C44,C*56$_2$	**79.E.** The teacher will write one on 1/2 of a poster board with a line drawn down the middle and more than one on the other half. Plural and singular animal words from the previous activities will be written on cards. Children will place cards on appropriate place on poster board.	**79.E.** Prepared poster board Prepared word cards	**79.E.** L PA
	79.F. The children will learn facts about how animals are used today to help people.	**79.F.** E.340 R.4$_1$	**79.F.** S.C5$_1$ S.C5$_2$ S.C5$_3$	**79.F.** The teacher will discuss with the children how animals are being used today to help people. Reference pictures will be used to help children understand. Some suggestions are: Bees making honey, dogs being used for rescue efforts, dogs being used in police work, dogs being used to herd sheep and cattle, animals being used to provide drugs to fight diseases, pulling sleds in snow, etc.	**79.F.** Animal pictures	**79.F.** L
	79.G. The children will cut out pictures showing how animals help people today.	**79.G.** E.3$_1$	**79.G.** S.C5$_1$ S.C5$_2$ S.C5$_3$	**79.G.** The teacher will provide magazines for children to cut out modern day ways animals help people today.	**79.G.** Magazines Scissors	**79.G.** O PA
	79.H. The children will dictate sentences to match pictures.	**79.H.** E.341 R.4$_1$ R.40$_2$ R.C*60$_3$	**79.H.** R.C*60$_1$ R.C*60$_2$	**79.H.** The teacher will display pictures from previous activity and write sentences as children dictate to explain each picture on a sentence strip. Sentence strips and pictures will be placed in a center for children to match.	**79.H.** Pictures from previous activity Felt markers Sentence strips	**79.H.** O
80. Writing Animal Names	**80.A.** The children will practice writing skills using animal names.	**80.A.** E.20,21,22, 23,24,25, 29,30,31, 48$_1$ E.37,38$_2$ E.*67$_3$	**80.A.** E.37,38,*67$_1$ E.*67$_2$ E.45,46,47$_3$	**80.A.** The teacher will provide a run-off sheet with an animal name written 3 times in broken lines and several blank writing lines. The teacher will ask children to read the word, name all the letters in the word, and talk about each letter formation. The teacher will ask which letters have straight lines, which have slanted lines, and which have curved lines. The children will trace over letters in a word, then copy the word on writing lines. The teacher will have the children turn the	**80.A.** Animal run-off sheet Pencils	**80.A.** PA





Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				writing paper over to the back and try to write the word without looking. Children may check their spelling and, if incorrect, write the correct spelling. This activity can be used for several days using a different animal name each day.		
	80.B. The children will dictate a language experience story.	**80.B.** R.3,4,9,62 E.48,340, 341_1 $E.183_2$	**80.B.** S.C5 $E.183_1$ S.C5 $E.61_2$ S.C5 $E.61_3$	**80.B.** The teacher will contact a grandparent or an older person who lives on a local farm with a variety of animals and arrange a field trip. Children will have an opportunity to observe the animals and listen as the older person explains how the use of farm animals has changed over the years.		**80.B.** O
	80.C. The children will dictate a language experience story.	**80.C.** R.3,4,8,9, 10,$C44_1$ $R.C44_2$ $R.C44_3$	**80.C.** $R.C44_1$ R.C44 $E.62_2$ E.62 $R.C44_3$	**80.C.** After the visit, the teacher will have the children compose a language experience chart about their trip.	**80.C.** Chart paper Markers	**80.C.** ECS
	80.D. The children will help compose a thank you letter.	**80.D.** E.48,340 R.5,6_1 E.183,336_2	**80.D.** E.*153,183 $R.C{*}37_1$ E.61,*153, *200,201, *380,382 $R.C{*}37_2$ E.61,*153, *200,201, *380,382 $R.C{*}37_3$	**80.D.** The teacher and children will write a thank you note on large chart paper to the person they visited. The teacher will write sentences as children dictate them calling attention to capitalization and punctuation rules. The teacher will have several children read a sentence from the letter as the others follow along, filling in with appropriate words, if necessary.	**80.D.** Chart paper Markers	**80.D.** ECS L

OUR TRIP TO THE FARM

Nicole- We saw a bunch of baby pigs.

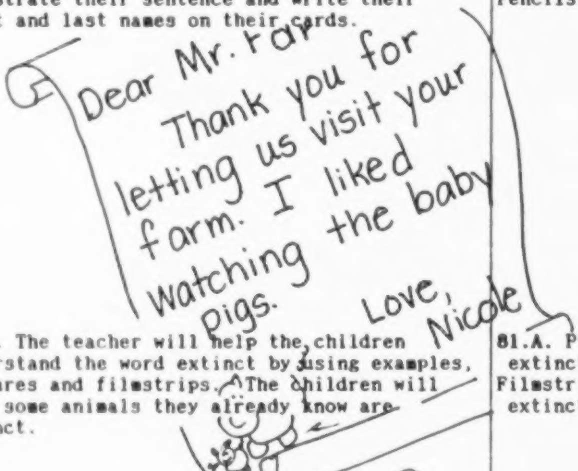
Michael- I saw a man riding a John Deere tractor.

Erica- I was able to pet a lamb.

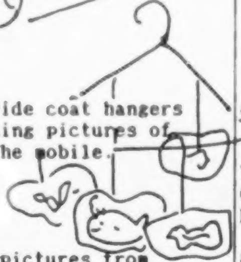
We feed the cows.

Bonnie-We went inside a hen house.

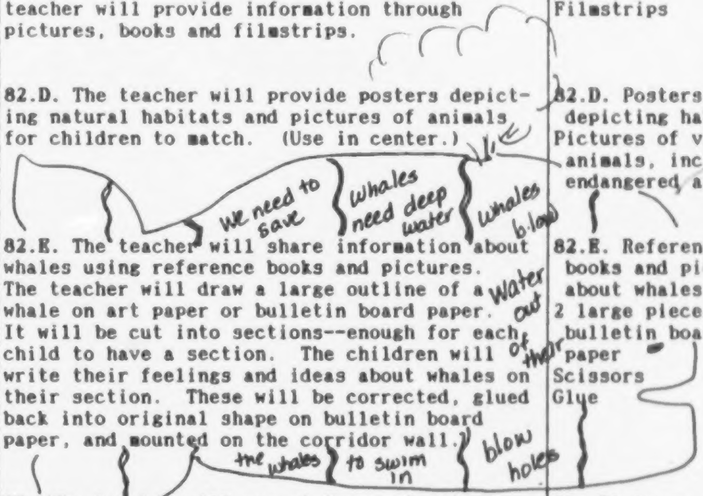
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	80.E. The children will write a sentence about their visit and illustrate it.	**80.E.** E.1,48,51_1 E.*148,*149,*150_2 E.*184,344,C346_3	**80.E.** E.82,*148,*149,*150,*153,*184,344,C346,352_1 E.62,82,*153,*184,*200,201,344,C346,352,*380,382_2 E.62,82,*153,*200,201,352,*380,382_3	**80.E.** The teacher will provide cards for each child to write a personal thank you note to include with class note. The students will illustrate their sentence and write their first and last names on their cards.	**80.E.** Thank you cards Crayons Markers Pencils	**80.E.** PA WC
81. Extinct Animals	**81.A.** The children will learn the meaning of extinct and make a mobile of extinct animals.	**81.A.** E.3,4,253,290 R.4_1 R.40_2 R.C*60_3	**81.A.** R.C*60_1 R.C*60_2	**81.A.** The teacher will help the children understand the word extinct by using examples, pictures and filmstrips. The children will name some animals they already know are extinct.	**81.A.** Pictures of extinct animals Filmstrip about extinct animals	**81.A.** L
		81.B. OC.46_1 R.40_2	**81.B.** A.6_2 A.6_3	**81.B.** The teacher will provide coat hangers and assist children in finding pictures of extinct animals to use on the mobile.	**81.B.** Old magazines, including Wildlife, Outdoor Sportsman Yarn Coat hangers Hole punch	**81.B.** PA
82. Endangered Animals	**82.A.** The children will learn about endangered animals.	**82.A.** R.3,4_1 E.299 R.40,114_2 R.114_3	**82.A.** R.114_1 R.114_2	**82.A.** The teacher will use pictures from reference books such as the Illustrated Encyclopedia of the Animal Kingdom, Vol. 20, to provide information on endangered species and reasons for animals becoming endangered. The children will respond to pictures and questions asked by the teacher.	**82.A.** Books and pictures for references	**82.A.** L

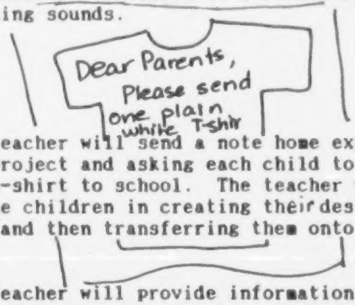


Dear Mr. Far
Thank you for letting us visit your farm. I liked watching the baby pigs.
Love,
Nicole

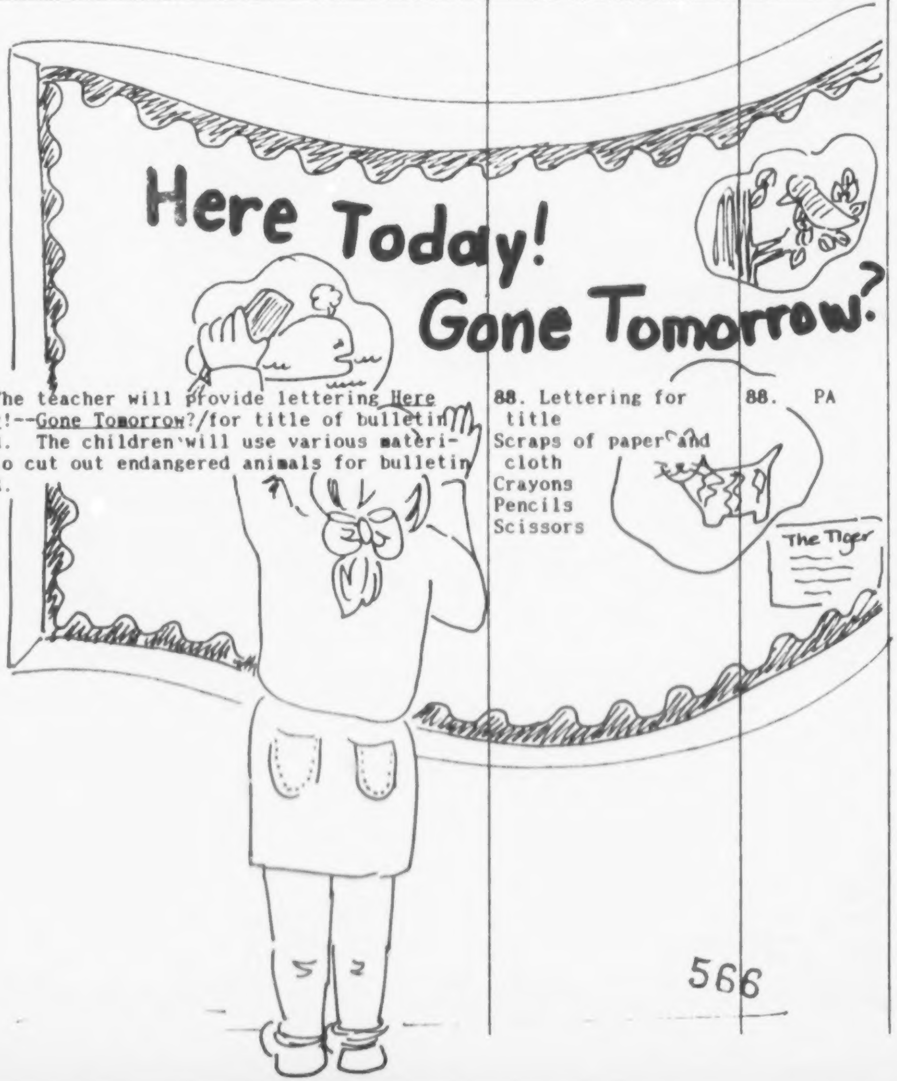


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	82.B. The children will name some of their favorite endangered animals and animals they would like to learn more about.	82.B. R.3,4$_1$	82.B. OC.1,18,C20, C34$_2$ OC.1,17,18, C20,C34$_3$	82.B. The teacher will write the names of the animals the children choose from the discussion and children will choose an animal from the list to report on with help from parents at home. The teacher will send a note to parents explaining.	82.B. Chart Felt markers Note to parent	82.B. L PA
	82.C. The children will learn the importance of animals' natural habitat.		82.C. S.C20$_1$ S.C20$_2$ S.C20$_3$	82.C. The teacher will explain the most significant reasons for endangered animals is the destruction of their natural habitat. The teacher will provide information through pictures, books and filmstrips.	82.C. Reference books Pictures Filmstrips	82.C. O
	82.D. The children will match animals with their natural habitats.		82.D. S.20$_1$ S.20$_2$ S.20$_3$	82.D. The teacher will provide posters depicting natural habitats and pictures of animals for children to match. (Use in center.)	82.D. Posters depicting habitats Pictures of various animals, including endangered animals	82.D. O
	82.E. The children will write their feeling and ideas about whales.	82.E. R.4 E.7,37,38, 39$_1$ E.*184,344 R.C*81$_3$	82.E. E.82,*184, 344,352 R.C*81$_1$ E.82,*184, 344,352 R.C*81$_2$ E.82,352$_3$	82.E. The teacher will share information about whales using reference books and pictures. The teacher will draw a large outline of a whale on art paper or bulletin board paper. It will be cut into sections--enough for each child to have a section. The children will write their feelings and ideas about whales on their section. These will be corrected, glued back into original shape on bulletin board paper, and mounted on the corridor wall.	82.E. Reference books and pictures about whales 2 large pieces of bulletin board paper Scissors Glue	82.E. PA
83. Animals in Motion	83. The children will name the action word in a sentence.	83. R.C44$_1$ E.262,263 R.C44$_2$ E.*63,*264 R.C44$_3$	83. E.*63,*264, R.C44$_1$ E.*63,*264, *271 R.C44$_2$ E.270,*271 R.C44$_3$	83. The teacher will use pictures of animals from previous activities. A simple sentence will be written under the picture such as: The tiger growls. The woodpecker pecks. The whale swims. The lion roars. The wolf runs. The children will read the sentence, pretend to be that animal, and identify the action word. The teacher might clap the sentences as	83. Pictures of animals from previous activities	83. O L



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				s/he reads and have children echo it back. Then they might be clapped as the mouth is moved without sound.		
84. Rhino Puzzle	84. The children will identify long and short vowel sounds.	84. E.7,48_1 E.54 R.49,50,51_3	84. E.54 R.31,49,50,51_1 E.54 R.31,49,50,51_2 R.31_3	84. The teacher will make copies of a rhinoceros picture, laminate them, and cut apart into puzzle shapes. Put each puzzle in a small zip-lock bag. Each child receives a puzzle. The teacher will write appropriate words with long and short vowels on cards. The cards are placed face down on the table. The children will take turns drawing a card, reading the word and identifying long or short vowels. If the child answers correctly, he can put a piece of his puzzle together. The first one to complete the Rhino Puzzle wins.	84. Zip-lock bags Rhinoceros pictures Scissors	84. O PA
85. Animal game	85. The children will find words or pictures to match the beginning sound of endangered animals.	85. R.1,2,18_1 R.45 E.50_2 R.48,52 E.55,56_3	85. R.48,52 E.55,56_1 R.48,52 E.55,56_2	85. The teacher will provide laminated pictures of endangered animals such as the lion, whale, tiger, cheetah, woodpecker, etc., and other pictures and words (not necessarily animal words) for children to sort and match by beginning sounds.	85. Laminated pictures of endangered animals Various pictures to match to endangered animals Words beginning with sounds to match beginning sound of endangered animals	85. O
86. Endangered Species T-Shirt	86. The children will paint a t-shirt expressing their feelings about preserving endangered species.	86. R.4_1 A.$C1_3$	86. A.2_2 A.2_3	 Dear Parents, Please send one plain white T-shirt 86. The teacher will send a note home explaining the project and asking each child to bring a plain t-shirt to school. The teacher will assist the children in creating their designs on paper and then transferring them onto their t-shirts.	86. Note to parents Paper Fabric crayons T-shirts	86. PA O
87. Letters for Animals	87. The children will write letters to government representatives to express support of endangered animals.	87. R.4 E.C33,$C34_1$	87. E.38,39,*67,82,83,*149,*150,*153,183,*184,*185,344,C346,C347,352,*356,*357,$*360_1$	87. The teacher will provide information about laws today protecting endangered animals. The teacher and children will study the Federal Register of Endangered and Threatened Wildlife and note any animals in their own locality or region listed as endangered. The teacher will assist the children in writing to government representatives to express support in caring for these animals.	87. Federal Register of Endangered and Threatened Wildlife or other similar source	87. PA WC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.38,39, *148,*149, *150,183_2	E.62,*67,82, 83,153, *184,*185, *200,201, 344,C346, C347,352, *356,*357, *360,*380, 381_2			
		E.*67,*184, *185,344, C346,C347, *356,$*357_3$	E.62,82,83, 153,*200, 201,352, *359,*360, *380,381, $*383_3$			
88. Here Today--Gone Tomorrow	**88.** The children will create a bulletin board illustrating endangered species.	**88.** E.1,3_1 A.$C1_3$	**88.** A.$C3_2$ A.C3,42_3	**88.** The teacher will provide lettering Here Today!--Gone Tomorrow?/for title of bulletin board. The children will use various materials to cut out endangered animals for bulletin board.	**88.** Lettering for title Scraps of paper and cloth Crayons Pencils Scissors	**88.** PA


Here Today!
Gone Tomorrow?
The Tiger

THEN AND NOW

BIBLIOGRAPHY

THEN AND NOW

BIBLIOGRAPHY

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APPENDIX

THEN AND NOW

VOCABULARY

antique
ancestor
research
knitting
candlemaking
harness
dinosaur
quilt
carding
weaving
fabric
feline
heritage
wood stove
piñata
sabbath
Bi-Shevat

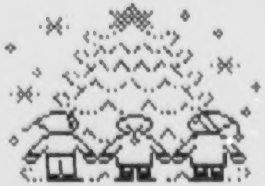
transportation
museum
historical
spinning
carriage
stage coach
ethnic group
handicrafts
spinning
sewing
sorghum
covered wagon
nationality
antonym
menorah
challah
mukluk

artifact
information
quilting
basketry
sulky
bartering
custom
shearing
dying
dyeing
pachyderm
pioneer
hearth
eohippus
huppa
kulich

Christmas Customs in Sweden

Christmas celebrations in Sweden last a month, from December 13 to January 13, and are preceded by vigorous house-cleaning. During the Lucia Festival on December 13, the oldest daughter serves coffee and buns to the family while they are still in bed. She wears a long white robe and a wreath of greenery and seven lighted candles on her head. As she carries the coffee and buns, she sings a song which promises that the darkness will soon end.

Then the preparations for Christmas begin. There is a lot of baking and the finest ingredients are used. Christmas Eve is the most important day and centers around the tree (which was introduced in 1741). The family helps choose it carefully and it is simply decorated, often just with candles and red apples, cookies and tassel candy.



Christmas Eve lunch is simple. Rye bread is dipped in meat broth and food is considered precious. But on Christmas Eve there is a huge smorgasbord, complete with ham, lutfish (dried fish), and rice pudding. A single person who finds an almond in the pudding will be married by the next Christmas, according to an old custom. Gifts are brought by Jul-Tomte (gnome who is guardian of the household on Swedish farms). A big bowl of rice porridge is set on the doorstep for him on Christmas.

Christmas begins with early (4 a.m.) church services. Hospitality, visiting and children's parties follow Christmas Day. On January 6, Star Boys go from house to house singing hymns and folk songs dressed in long white robes and cone-shaped hats. The season ends on January 18, Knut Day. There are tree-plundering parties. First the tree is lit for the last time and there is singing, dancing and games. At a signal, children take the ornaments off and divide candies and cookies. Fruit drinks and cake are served.

Adapted from The Trees of Christmas by E. Metcalfe. (1969). Nashville: Abingdon Press.

Christmas Customs in Old Russia

No meat is eaten for 40 days before Christmas. For six weeks before Christmas there are three church services a day. On Christmas Eve there is a fast until the first evening star and a long midnight mass.

The Feast of St. Nicholas is celebrated on December 6. Children are told that St. Nicholas placed wheat cakes on the window sill for them on Christmas Eve.

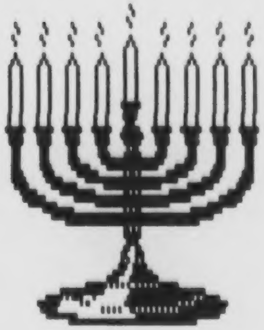
For the Christmas Eve supper straw is placed under the tablecloth to symbolize the bed in the manger. There is a special meal. Then people get dressed up in costumes and sing carols (Kolyada) in the neighborhood. Peasants visit noblemen's houses for presents, coins and for singing, dancing and playing Christmas games. On the day after Christmas, the men visit; on the following day, the women.

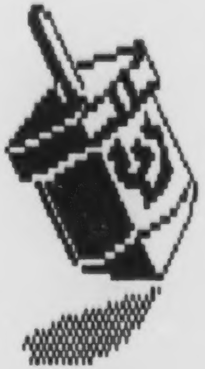
Babouschka was too busy cleaning her house to go with the wisemen, but now hurries around looking for the Christchild, but pausing on Christmas Eve to leave presents for children.

Adapted from The Trees of Christmas by E. Metcalfe. (1969). Nashville: Abingdon Press.

Hanukkah

After the war between the Jewish Maccabees and the Greeks, the Jews cleaned the temple and a small amount of oil lasted for eight days. Hence, the menorah with eight candles to be lit on the eight days of Hanukkah, also called the Festival of Lights. A favorite game is the special top, a dreidel, which has four sides. Each side has a Hebrew letter and the initials stand for "A great miracle happened there." In the game the players play for coins or beans. The dreidel is spun and the Hebrew letter determines what happens. Gimel means winning. Nun means losing. He means half winning. Shin means another turn. In olden times, the only time Jewish children were allowed to play games was at Hanukkah. A book of stories for Hanukkah is The Power of Light: Eight Stories for Hanukkah by Isaac B. Singer. (1980). New York: Avon Books.





Christmas Customs in Pioneer America

Pilgrims did not celebrate Christmas and were fined for doing so. Germans and Moravians brought Christmas traditions to this country. After the American Revolution the tree appeared and was established by 1840 in Pennsylvania. Germans spread the use of the tree. Early ornaments included candles, baskets of sugarplums, gilded egg cups, paper cornucopias filled with candy, and dolls. These items were found on the first tree in Boston in 1832.

In the Tidewater area of Virginia festivities included merry making, hanging of the greens, the Yule log, feasting, as well as church services.

Pioneer trees might have been decorated with corn husk dolls, pinecones and nuts, and handmade toys.

RECIPES

The following recipes are adapted from Christmas Crafts: Things to Make the 24 Days Before Christmas by Carolyn Meyer (1974). New York: Harper & Row.

Early American Cranberry Loaf

Utensils

Colander
Large mixing bowls
2 small mixing bowls
Food chopper or sharp knife
Spoon
Toothpick
Potholders
Measuring cups and spoons
9" x 5" x 3" loaf pan
Fork
2 table knives or pastry blender
Grater (optional)
Wire rack
Aluminum foil

Ingredients

2 cups flour
1 cup sugar
1 ½ teaspoons baking powder
½ teaspoon baking soda
1 teaspoon salt
¾ cup orange juice or milk
½ cups nuts (optional)
1 orange, for grating rind (optional)
2 cups cranberries (½ 1 egg pound)

Preheat oven to 350⁰. Grease loaf pan. Wash and pick out cranberries in colander. Use food chopper to chop cranberries or cut in half with sharp knife. Put in small bowl. Chop or break up nuts and put in same bowl.

Put flour, sugar, baking powder, baking soda and salt into large bowl. Mix lightly with fork. Add shortening and cut in with pastry blender or knives until it looks like coarse sand.

Break egg into other small bowl and beat well with fork. Add either orange juice or milk and mix well. If desired, grate 1 tablespoon orange peel and add. Add egg mixture to flour mixture and mix just enough to dampen flour. Gently add nuts and cranberries. Pour batter into loaf pan and bake 1 hour. Check doneness with toothpick.

St. Lucia Buns

Utensils

Large mixing bowl
Small saucepan
Coffee cup (optional)
Potholders
Wire Rack
Pancake turner
Spoon
Small mixing bowl
Large mixing spoon
Rolling pin
Small sharp knife
2 cookie sheets
Aluminum foil

Ingredients

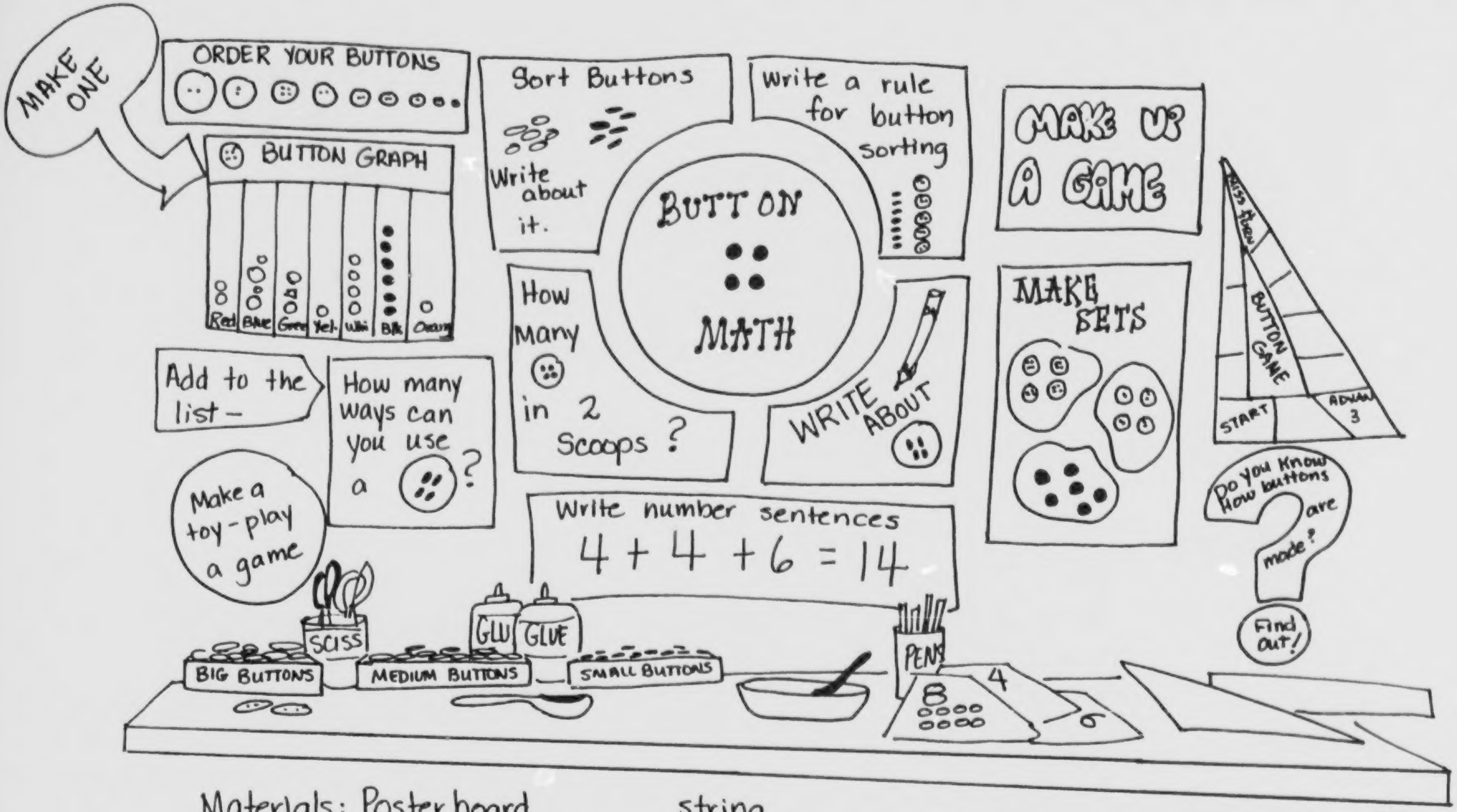
½ teaspoon powdered saffron (optional) or yellow food coloring (optional
hot water
1 egg
1 cup milk
3½ cups flour
1 package dry yeast
¼ cup sugar
1 teaspoon salt
4 tablespoons soft shortening
Raisins
Icing--1 cup powdered sugar
Milk

Preheat oven to 400⁰. If using saffron, put it in a coffee cup with a teaspoonful of hot water to dissolve it. Put egg (still in shell) in a bowl of lukewarm water to warm it slightly. Heat milk in saucepan until it feels warm, but not hot.

Set the warmed egg aside and rinse the mixing bowl with very warm water. Mix one cup of flour with yeast, sugar and salt in warmed bowl. Add the warm milk, the shortening and the dissolved saffron or a few drops of yellow food coloring and stir until smooth. Add egg and second cup of flour and mix well. Add the rest of the flour and mix it with your hands until the flour is worked in and a ball is formed. Add more flour if the dough is too sticky.

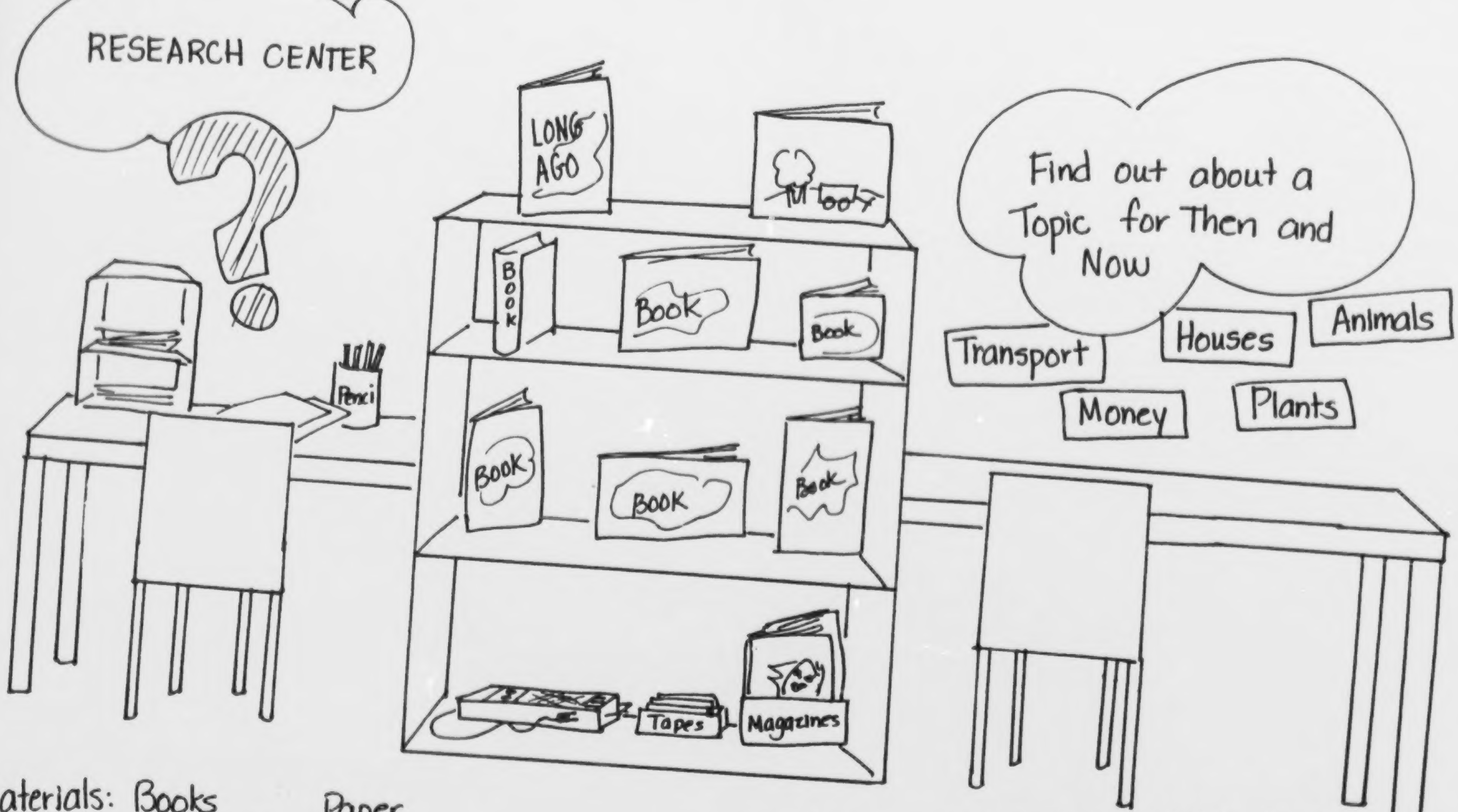
Roll out dough ¼" thick. Cup strips ½" wide. Cut each strip 4" long. Knead left-over dough and repeat. Lightly grease cookie sheet. Make an X on cookie sheet with 2 strips of dough. Curl both ends of each strip and put a raisin in each end. Repeat until through.

Let buns rise 20 minutes. Bake for 10-12 minutes until golden brown. Put on a wire rack to cool. Spread with icing while warm. (Icing: Put powdered sugar in bowl. Add 2 teaspoons milk and stir. Add a few drops at a time until a thick paste forms. Frost buns.)


MAKE ONE
ORDER YOUR BUTTONS
BUTTON GRAPH
Red
Blue
Green
Yel.
Whi
Blk
Orange
Sort Buttons
Write about it.
Write a rule for button sorting
BUTTON MATH
MAKE UP A GAME
How Many in 2 Scoops ?
WRITE ABOUT
MAKE SETS
Loss then
BUTTON GAME
START
ADVAN 3
Add to the list –
How many ways can you use a ?
Make a toy-play a game
Write number sentences
4 + 4 + 6 = 14
Do you know how buttons are made?
Find out!
SCISS
GLU
GLUE
PENS
BIG BUTTONS
MEDIUM BUTTONS
SMALL BUTTONS
8
4
6

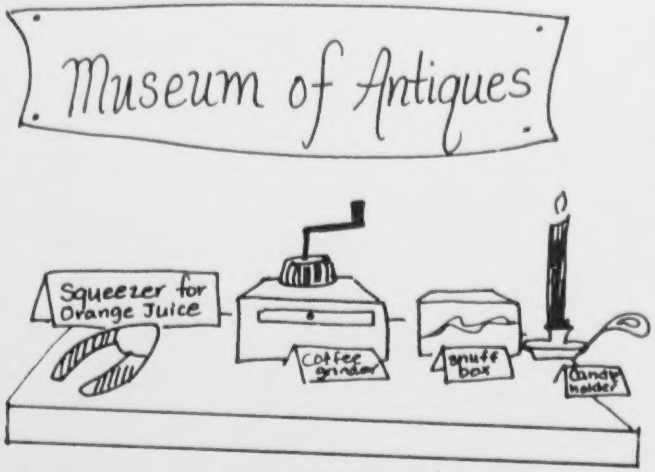
Materials: Poster board
Button/containers
Scoop
Bowl
Sentence strips
Number cards
Direction cards
string
scissors
markers
pencils

Make a button center for activities described in Activity 30. (P. 43)


RESEARCH CENTER
LONG AGO
Book
Book
Book
BOOK
BOOK
Book
Penci
Tapes
Magazines
Find out about a Topic for Then and Now
Transport
Houses
Animals
Money
Plants

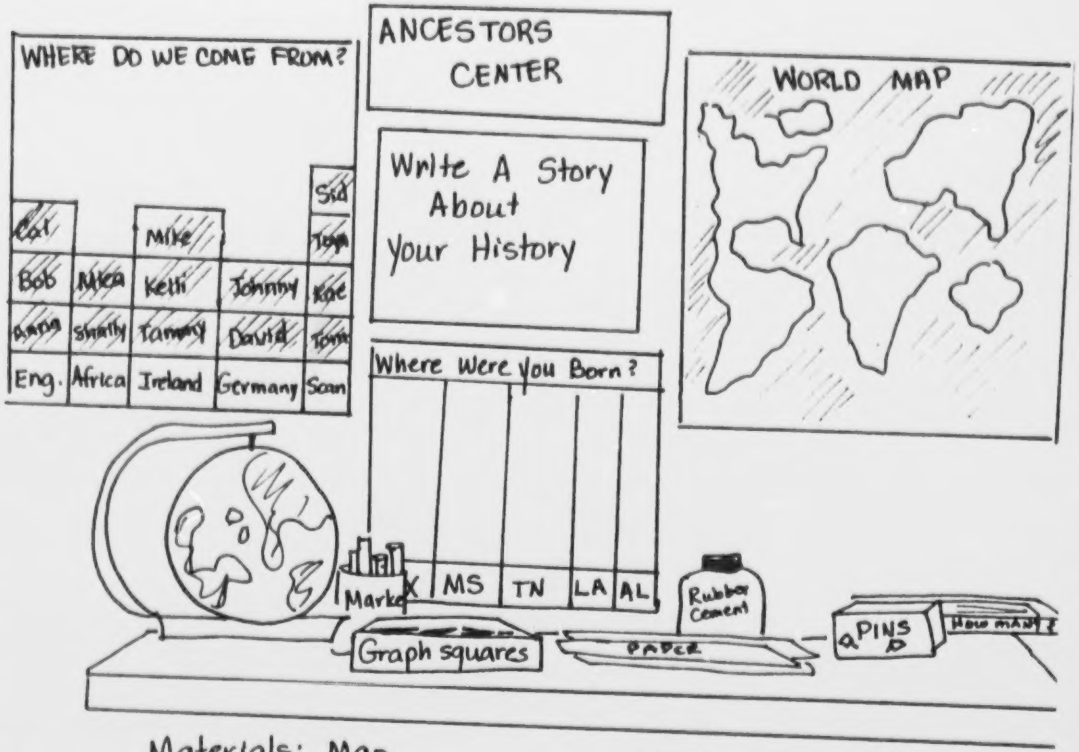
Materials: Books
Magazines
Catalogs
Tapes
Paper
Pencils
Notecards
Taperecorder

The teacher will make available books and reference materials to use throughout the unit.


Museum of Antiques
Squeezer for Orange Juice
Coffee grinder
snuff box
Candle holder

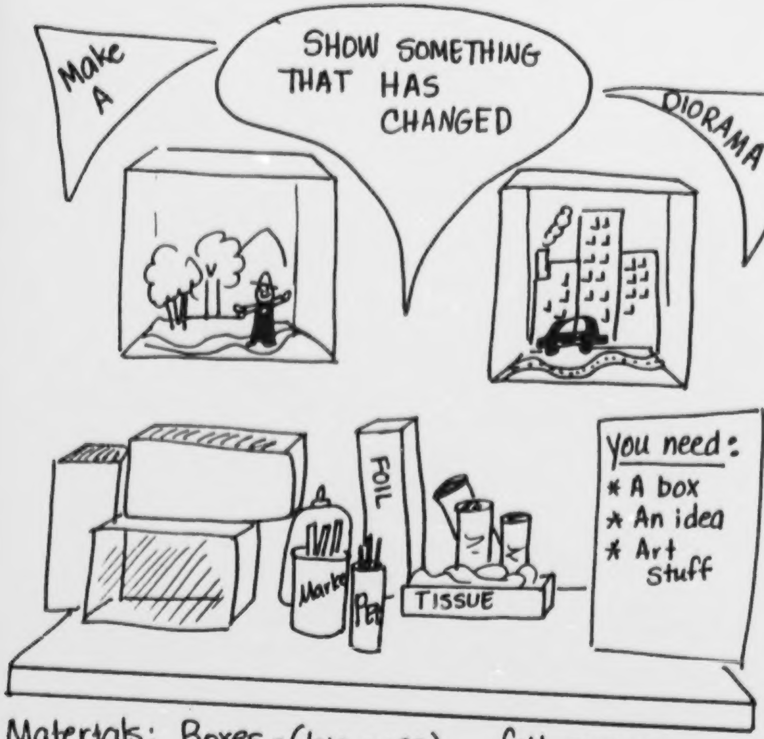
Materials: Old items brought in by the children

The teacher will set up a display center as a class museum. See project # 7 page 16.


WHERE DO WE COME FROM?
Cat
Mike
Sid
Tom
Bob
Mica
Kelli
Johnny
Kae
Anna
Shelly
Tammy
David
Tom
Eng.
Africa
Ireland
Germany
Scan
ANCESTORS CENTER
Write A Story About Your History
WORLD MAP
Where Were You Born?
X
MS
TN
LA
AL
Markers
Rubber Cement
Graph squares
PAPER
PINS
How MANY?

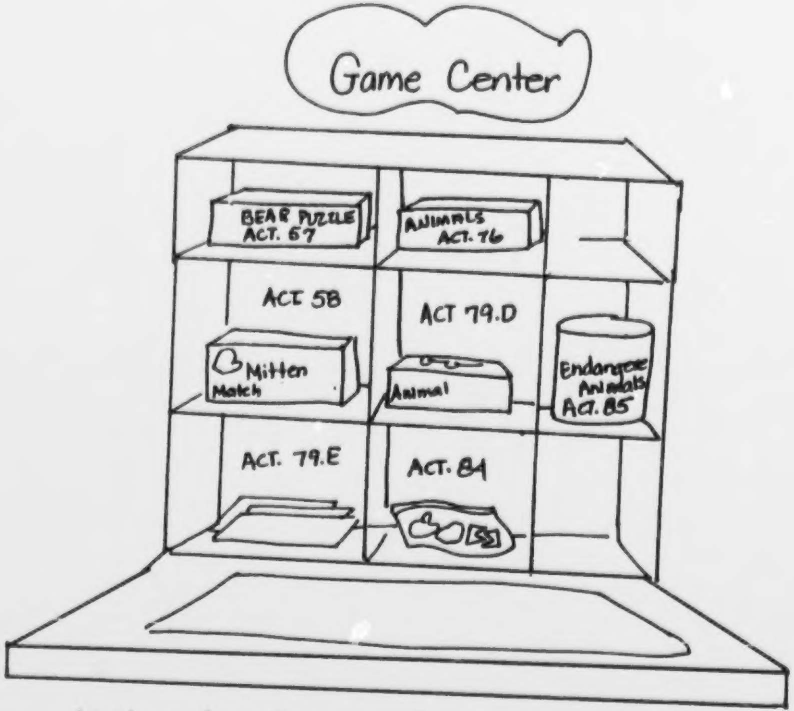
Materials:
Map
Globe
Headed pins
Glue
Graph forms
Questionnaire
Markers
Pencils
Paper

The teacher will create a center for ancestral study as described in Project 3. (Pages 9-11)


Make A
SHOW SOMETHING THAT HAS CHANGED
DIORAMA
FOIL
Marker
Pe
TISSUE
you need:
* A box
* An idea
* Art stuff

Materials: Boxes-(big ones)
Glue
Scissors
Tissue
Foil
Cardboard tubes
small boxes
yarn
felt scraps
Construction paper
markers
pencils

Make a diorama center for Then and Now.
See activity 33 page 44.


Game Center
BEAR PUZZLE ACT. 57
ANIMALS ACT. 76
ACT 58
ACT 79.D
Mitten Match
Animal
Endangered Animals Act. 85
ACT. 79.E
ACT. 84

Materials: Games from Activities
57
58
76
79D.
79 E
84
85

The teacher will prepare the games as described and make these games available in a learning center.

UNIT TEST - LEVEL 1

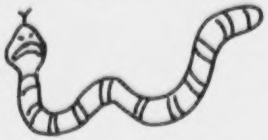
Then and Now

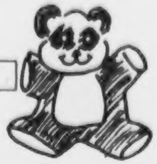
Name ______________________________

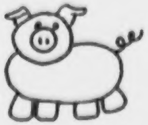
1. Draw a picture on the quilt for each word you know. If you don't know the word, color the square red.

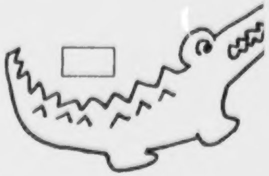
cat	apple	box
toy	car	dog
pig	book	fish
ball	bug	hat

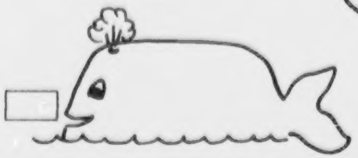
2. Which animals are not endangered? Put an X by each one.

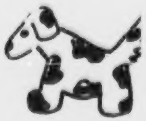
☐ 

☐ 

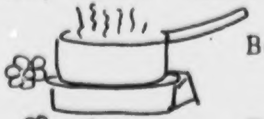
☐ 

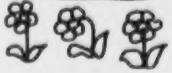
☐ 

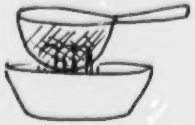
☐ 

☐ 

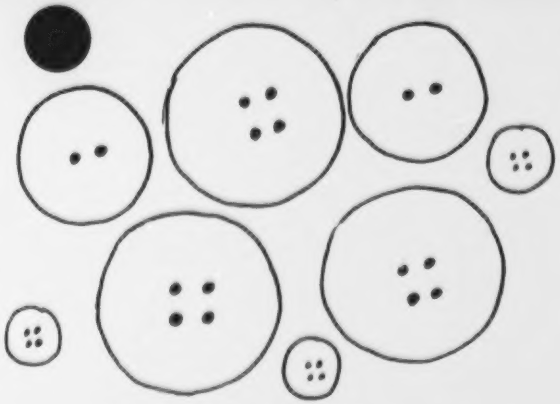
3. Which do we do first, second, and third to make vegetable dye? Put a 1 for first, 2 for second, 3 for last.

_____  Boil the flowers

_____  Pick the flowers

_____  Strain out the color

4.



Circle the large buttons .... RED
Circle the small buttons .... BLUE
Circle the medium buttons.... GREEN

There are _______ large buttons.

There are _______ medium buttons.

There are _______ small buttons.

_____ + _____ + _____ = _____ buttons in all.

5. Identify the ending letter in each word by circling your choice.

harness s h r

ancestor n r a

carriage r c e

quilt t q l

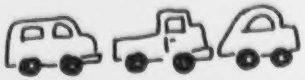
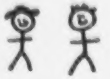
6. Which words have more letters? Circle the longest word.

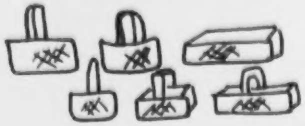
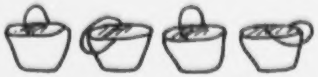
museum OR antique

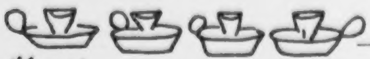
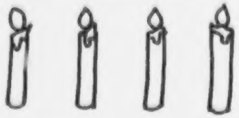
candle OR weaving

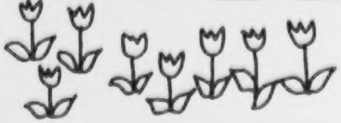
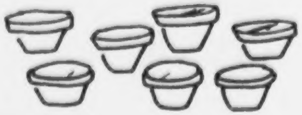
spinning OR dyeing

6. Write > (more than), < (less than) or = (equal to) in each blank.

 __________ 

 __________ 

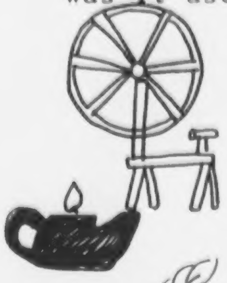
 __________ 

 __________ 

UNIT TEST - LEVEL 2

Then and Now

1. Look at each picture from long ago. What was it used for?



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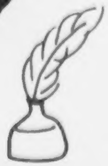

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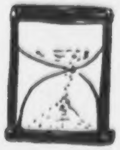
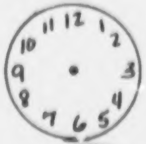
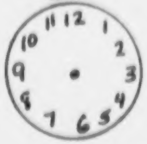


____

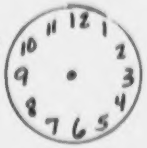
2. Draw the hands of six thirty.


12 1 2 3 4 5 6 7 8 9 10 11

Draw the hands to three thirty.


12 1 2 3 4 5 6 7 8 9 10 11

What time do you get to school?


12 1 2 3 4 5 6 7 8 9 10 11

Name ______________________________

3. Divide the square into quarters. Draw pictures of two things that were different long ago and now. Write the word for each thing in the blank.

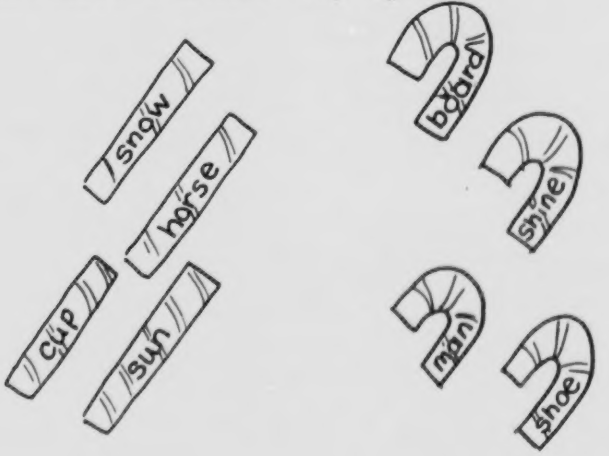
Then Now

____

____

4. Write a holiday word and draw a picture of it in each square below.

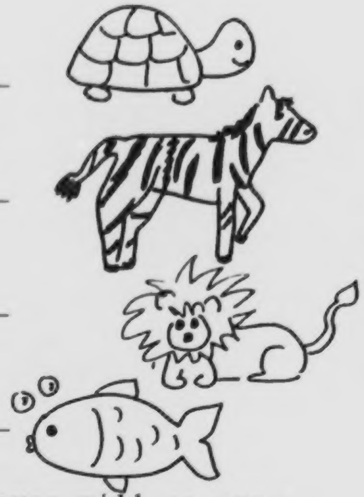
5. Match the top and bottom of each candy cane to make a compound word. Draw a line to connect the parts. If each part does not have a match, try again.


snow
horse
cup
sun
board
shine
man
shoe

6. Match the places and things there.

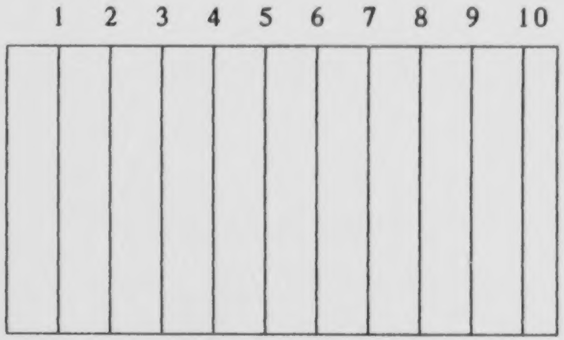
Mexico	New Year of Trees
Iran	No-Ruz
Israel	Los Posados
Alaska	Dancing Bears
Africa	Mukluks
Russia	The Black Forest
Germany	Masks and drums

7. Write the names of each animal in your best handwriting.



8. On this loom, the weaver will go over string 1, 3, 5, 7, 9.

What strings will the weaver go under?


1
2
3
4
5
6
7
8
9
10

UNIT TEST - LEVEL 3

Then and Now

Name ______________________________

1. In each box below is the name of a holiday. Draw two things in each box that you might use to celebrate that holiday.

Christmas

Kwanza

Hanukkah

2. Complete each sentence below.

Life long ago was ________________________.

Life today is ____________________________.

Transportation long ago __________________

____.

Transportation today _____________________

____.

To do work long ago _______________________

____

To do work today __________________________

____

3. Put I for "then" and N for "now."

___ The children had a drink of water from a tin pail.

___ The teacher used her electric stapler to fasten the papers.

___ The children got off the school bus.

___ The children brought their sandwiches to school in plastic zip-lock bags.

___ The ladies met at the school for a quilting bee.

___ The boys and girls wrote on slates with chalk.

4. Edit this story.

Beverly was reding a newspapr from long ago. She noticed a column abuot grandparents she saw a pitcher of they're old house.

5. The children were on the playground.
They ran for 10 minutes.
They jumped for 5 minutes.
They crawled for 6 minutes.
They swung for 4 minutes.

Altogether they played for __________ minutes. They had a 30-minute recess. ___ ____ minutes were left to cool off.

6. Match the places with things. Put a number in each blank.

1. Germany ____ New Year of Trees
2. Africa ____ Los Posados
3. Alaska ____ No-Ruz
4. Russia ____ Dancing Bears
5. Mexico ____ Mukluks
6. Iran ____ Masks and drums
7. Israel ____ The Black Forest

7. Write an antonym for each word.

________________ near

________________ heavy

________________ beautiful

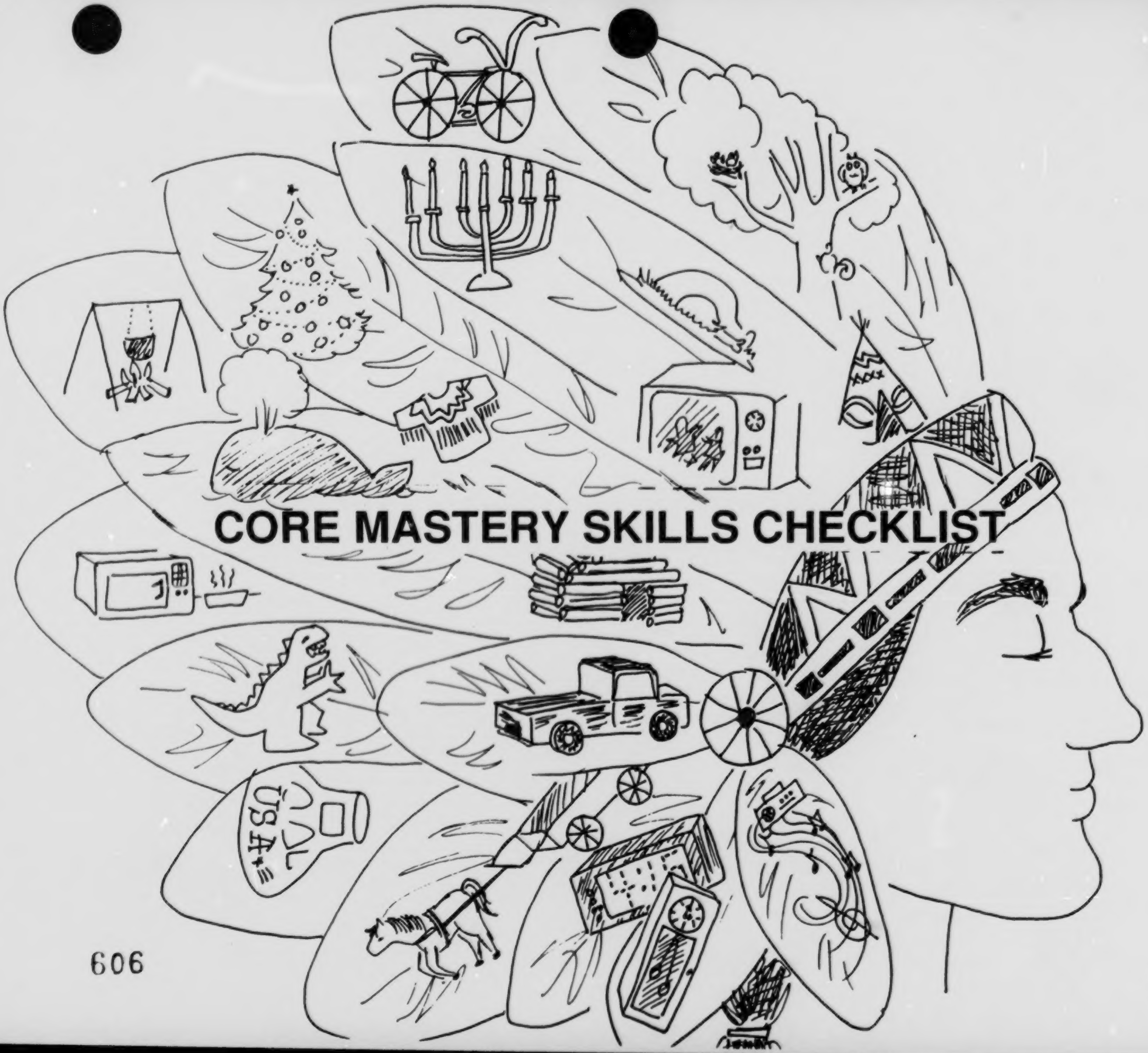
________________ gentle

________________ quick

________________ cheerful

________________ happy

________________ noisy



CORE MASTERY SKILLS CHECKLIST

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - READING

*33 Recognizes antonyms and synonyms in words.	
*42 Recognizes words on a word list for reading instruction and on vocabulary for reading functional literacy skills (difficulty increases).	
44 Recognizes words and phrases from basic reading texts (basal list, language experience stories, etc.) (difficulty increases).	
*66 Identify supporting details - explicit.	
*70 Draw - support conclusions.	

● No sign of this

/ Is beginning to model this

/ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - READING

*42 Recognize words on word list for reading instruction and on vocabulary list for reading functional literacy skills (difficulty increases).	
*71 Make generalizations.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - PE

204 Cooperative behavior.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orang
Fifth check - viole
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - READING

*33 Recognizes antonyms and synonyms in words.	
*42 Recognizes words on a word list for reading instruction and vocabulary list for reading functional literacy skills (difficulty increases)	
*55 Recognizes compound words.	
*56 Recognizes base words and their affixes (difficulty increases)	
*60 Matches words and phrases with their literal meanings (difficulty increases)	
*61 Follows written directions.	
*63 Determines sequence in written materials	
*64 Identifies main idea - explicit.	
*66 Identifies supporting details - explicit.	
*70 Draw/support conclusions.	
*72 Predicts probable outcomes.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - ENGLISH

33 Produces lower case letters from memory.	
34 Produces upper case letters from memory.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - ENGLISH

346 Writes complete declarative sentences.	
347 Writes complete interrogative sentences.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - ART

1 Produces drawings to create recognizable images.	
5 Produces a three-dimensional object from plastic materials (i.e., modeling clay or paper).	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - HEALTH

37 Identify the food groups and a variety of foods from each group.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - SCIENCE

32 Identifies objects - substances by using the five senses.	
28 Arrange objects in order from smallest to largest.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - SCIENCE

41 Observe evidence of interactions such as between magnetics and different objects, the process of dissolving and color changes	
64 Classify objects according to their sizes, positions and motion with respect to the observer (e.g., large-small, high-low, near-far, above-below, right-left, before-behind, faster-slower,around).	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - SCIENCE

*5 Classify animals according to their usefulness to man.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - ORAL COMMUNICATION

20 Use and understand written language in composition (choice of words)	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - ORAL COMMUNICATION

6 Use the telephone.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - MATH

8 Writes numerals 0 to 20.	
15 Identifies cardinal numerals to indicate how many objects are in a given set (0 to 20)	
35 Extends visual, auditory/physical pattern.	
*87 Identifies a shape that's divided into 1/4ths from a given group of divided shapes	
*217 Identifies circle, square, triangle, rectangle from a given group of shapes.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - MATH

*142 Identifies the relationship between months and a year.	
*144 Measures using an inch or centimeter.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MATH

*150 Measures using 1/2 inch.	

● No sign of this

/ Is beginning to model this

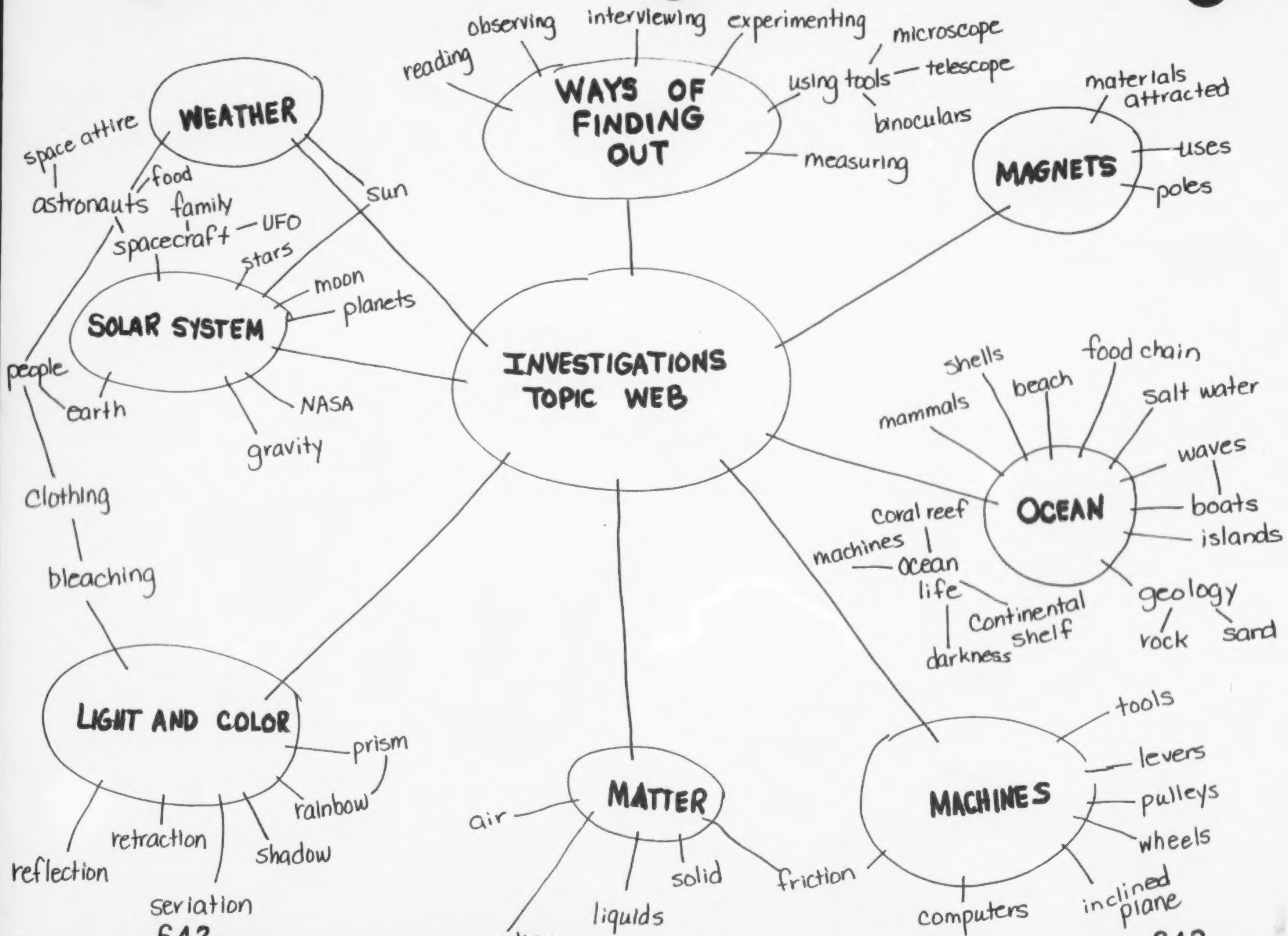
✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

BOOK OF KNOWLEDGE
1 2 3 4
8 9 10 11 12

INVESTIGATIONS


INVESTIGATIONS TOPIC WEB
WAYS OF FINDING OUT
reading
observing
interviewing
experimenting
using tools
microscope
telescope
binoculars
measuring
MAGNETS
materials attracted
uses
poles
WEATHER
sun
space attire
astronauts
food
family
spacecraft
UFO
stars
SOLAR SYSTEM
moon
planets
people
earth
NASA
gravity
clothing
bleaching
OCEAN
shells
beach
food chain
mammals
salt water
waves
boats
islands
coral reef
machines
ocean life
continental shelf
darkness
geology
rock
sand
LIGHT AND COLOR
prism
rainbow
shadow
retraction
reflection
seriation
MATTER
air
recycling
liquids
solid
friction
MACHINES
tools
levers
pulleys
wheels
inclined plane
computers

TITLE OF UNIT Investigations

GENERAL GOALS TO GUIDE PLANNING:

1. KNOWLEDGE
   - a) Knowledge of self
   - b) Knowledge of others
   - c) Math concepts and systems
   - d) Knowledge of the physical world
   - e) Knowledge of cultures
   - f) Knowledge of the linguistic world
   - g) Knowledge of the biological world
   - h) Knowledge of the technical world
   - i) Knowledge of the arts & artifacts
   - j) Knowledge of past
   - k) Concept of the future
2. SKILLS
   - a) Creative thinking
   - b) Logical thinking
   - c) Physical control
   - d) Interaction & Communication
   - e) Visual form-making
   - f) Self-help
   - g) Musical
   - h) Artistic
   - i) Metacognitive processing
   - j) Decision making
   - k) Technology application
   - l) Problem solving
   - m) Stress management
   - n) Expression of ideas, feelings, and knowledge
3. ATTITUDES & DISPOSITIONS
   - a) Independence
   - b) Curiosity
   - c) Openness
   - d) Autonomy
   - e) Confidence in problem solving
   - f) Eagerness to learn new things
   - g) Appreciation for the fine arts
   - h) Persistence to overcome adversity
   - i) Flexibility
   - j) Appreciation for beauty and harmony
   - k) Appreciation of other cultures
   - l) Respect for self and others
   - m) Appreciation of cooperation
   - n) Personal sense of morality
   - o) Responsibility
4. FEELINGS
   - a) Trust
   - b) Concern for others
   - c) Competence & self worth
   - d) Positive feelings toward learning
   - e) Feeling that mistakes are a worthwhile component of the problem-solving process
   - f) Feelings of safety and security
   - g) Feelings of personal effectiveness
   - h) Feelings of inter-connectedness
   - i) Sense of meaning and purpose

METHODS OF EVALUATION:

(PA) Product Analysis
(ECS) Experience Chart Summary
(UT) Unit Test
(CCF) Checkout Card File
(C) Checklist
(P) Photographs
(IT) Informal Test
(WC) Writing Checklist
(O) Observation
(V) Videotape
(AR) Anecdotal Record
(RC) Reading Checklist
(L) Listening
(PF) Portfolio
(SSC) Social Skills Checklist
(MC) Math Checklist
(AT) Audio Tape

UNIT GOALS FOR INVESTIGATIONS

KNOWLEDGE

a. The children will learn a variety of techniques of finding out about things.
b. The children will begin to develop stated concepts about light/color, weather, machines, magnets, matter, tne solar system, and the ocean.
c. The children will continue to develop understandings of various dimensions of biological and physical change.
d. The children will learn about properties and uses of energy.
e. The children will begin to develop an understanding of the effects of weather upon the earth and inhabitants of the earth.
f. The children will learn about many types of machines that are used to help us do work and will learn to identify simple machines.
g. The children will begin to develop an understanding of the various states of matter.
h. The children will continue to broaden their understanding of the ecological problems affecting the world today.
i. The children will extend their knowledge of environments and the conditions necessary for life.
j. The children will expand their knowledge of characterization in stories.
k. The children will expand their knowledge of ethnicity and of countries around the world.
l. The children will develop an awareness of experimentation as a way of learning about the world.

m. The children will expand their knowledge of words and word meanings.
n. The children will begin to develop a concept of the water cycle.
o. The children will begin to notice connections between the weather and the choices people make about homes, clothing, food, etc.
p. The children will develop a concept of the word "illustrator" in relation to the books they read.
q. The children will increase their knowledge of landforms above and below the ocean.

SKILLS

a. The children will continue to develop skills of research and information gathering.
b. The children will use a variety of tools to study the physical and biological world.
c. The children will develop skills in measuring various types of physical properties and forces.
d. The children will apply writing skills to the recording and analysis of scientific data.
e. The children will continue to develop skills of questioning and interviewing other people in order to gain new information.
f. The children will continue to expand the skills of formal writing, including spelling, punctuation, sentence structure, and paragraphing.
g. The children will continue to improve skills of visual and verbal expression and communication.
h. The children will apply construction skills to the creation of machines and other models within the unit.
i. The children will improve their reporting skills as they share information with others.
j. The children will continue to improve social skills as they work in a variety of groups to complete tasks.
k. The children will apply and improve map-making and map-reading skills.
l. The children will develop handwriting and lettering skills.
m. The children will learn to use a mnemonic device to assist with memorizing.
n. The children will use prediction and observation skills to study specific elements within the environment.
o. The children will apply movement and drama skills to problem-solving and presentation experiences.

ATTITUDES & DISPOSITIONS

a. The children will develop an interest in the physical world.
b. The children will develop positive attitudes toward scientific study.
c. The children will develop positive habits of writing as they participate in keeping a journal.
d. The children will develop curiosity about and interest in space and the night sky.
e. The children will express appreciation for the aesthetics of the illustrations from the books used in the unit.
f. The children will show enthusiasm for dramatizing stories.
g. The children will express their interest in and appreciation for the natural environment.

FEELINGS

a. The children will reflect upon the relationship of external change to human feelings.
b. The children will develop comfortable feelings about sharing their ideas in front of a group.
c. The children will experience satisfaction with the creative products of their efforts.

EMERGING CONCEPTS

Emphasis: Ways of Finding Out

1. There are many things in the world that we wonder about.
2. We have many ways of finding out about things.
3. We can find out about things by reading.
4. We can find out about things by asking other people.
5. We can find out about things by observing.

6. We can find out about things by experimenting.
7. We can find out about things by using special tools.

Emphasis: Light/Color

8. Light is a mixture of many colors.
9. Sun shining through raindrops breaks up the light.
10. The colors in a spectrum appear in a certain order, Red, Orange, Yellow, Green, Blue, Indigo, Violet (R.O.Y. G. B.I.V.)
11. The primary colors of pigment or paint (red, blue, yellow) can be combined to create new colors.
12. Heat and cold can affect colors.
13. Seeing rainbows can make us wonder about the world.
14. Nature is full of many beautiful colors.
15. We can use items found in nature to create our own coloring dye.
16. A prism can break up the light into colors.
17. We can create patterns with color.
18. Many animals and plants have natural color patterns.
19. The same color can have various shades.
20. Night is Earth's shadow.
21. Some materials will let light pass through easier than others.
22. The sun can whiten things.
23. A shadow can be created when light is partly blocked.
24. Everything we see reflects some light.
25. Some things reflect more light than others.
26. Light is one form of energy we get from the sun.

Emphasis: Weather

27. Weather is a combination of air, wind and water.
28. When air moves, it makes wind.
29. Water makes the clouds, rain, and snow.
30. There are many different kinds of clouds.
31. The shining sun warms the earth.
32. We have different kinds of weather at different times of the year.
33. During the year our weather changes. These changes are called seasons.
34. The clothes we wear depend on the kind of weather we're having.
35. Weather can be measured.
36. The climate is the usual weather of a place over a period of time.
37. The weather can affect the way we feel.
38. Raindrops can break up the sunlight.

Emphasis: Machines

39. Machines help to make our work easier.
40. There are many kinds of machines.
41. A lever helps lift objects,
42. A ramp shares the work of lifting.
43. A crew is a curved ramp.
44. Some machines have wheels.

45. Some wheels turn alone; some turn together.
46. Single wheels can turn other wheels.
47. A pulley is a single wheel that can help us lift things by pulling down.
48. Friction acts against the movement of machines.
49. The effects of friction are heating, slowing, and wearing away of objects.

Emphasis: Magnets

50. The effects of magnetic forces can be seen and felt.
51. Magnets attract some things.
52. Magnets repel some things.
53. Some magnets are stronger than others.
54. Magnets can pull through some materials.
55. Magnets have a north and south pole.
56. Magnets are strongest at each pole.
57. Each pole of a magnet acts differently.
58. The north and south poles of magnets are attracted to each other.
59. Like poles repel each other.
60. One magnet can be used to make a temporary magnet.
61. Magnets are classified according to their shapes.

Emphasis: Matter

62. All things are made up of matter.
63. Matter can be solid, liquid, or gas.
64. Some matter can be changed from one form to another.
65. Some matter causes our earth disposal problems.
66. Some matter has the properties of other matter.
67. Matter can be measured in different ways.

Emphasis: Space

68. The earth is in constant motion.
69. The earth's rotation creates day and night.
70. The earth is a planet.
71. There are nine planets that revolve around the sun.
72. Planets differ in many ways.
73. The sun is our major source of energy.
74. The sun is the star nearest to the earth.
75. Stars are suns.
76. Stars shine all the time.
77. The sun provides heat and energy.
78. The sun and other planets make up the solar system.
79. Groups of stars are called galaxies.
80. The moon appears to change shape and size.
81. Moonlight is reflected light.
82. The moon revolves around the earth.
83. The earth has one moon.
84. People have traveled in space.

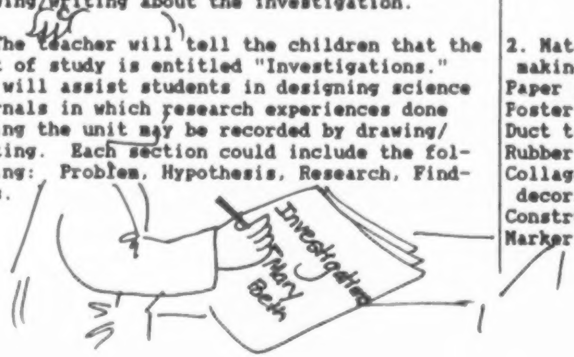
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Emphasis: Ways of Finding Out						
1. Things We Have Wondered About	1.A. The children will tell about things they have wondered about.	1.A. R.3,4$_1$		1.A. The teacher will talk to the children about wonders of the world (e.g., rainbows). She will ask: "What are some things you've wondered about?" The teacher will list responses on chart paper.	1.A. Chart paper Marker	1.A. ECS O
	1.B. The children will suggest ways for finding out about things they've wondered about.	1.B. R.3,4 E.340$_1$		1.B. The teacher will ask the children to suggest some ways for finding out about things. Using the chart from the previous activity, the teacher will point to each item and ask: "How can we find out about this?" Responses should be listed next to each item. The teacher will conclude by telling the children that there are many ways we have of finding out about things: reading, observing, interviewing, experimenting and using special tools.	1.B. Chart from previous activity Marker	
	1.C. The children will choose a topic that they would like to investigate by using the ways we have of finding out about things.		1.C. H.24$_1$	1.C. The teacher will ask the students to vote on a topic for study. The week should be devoted to using the tools for investigation of the topic.		
	1.D. The children will report findings of topic under investigation.	1.D. R.4$_1$		1.D. Because of the nature of this topic, each class will be doing something different. However, the students may compile a report by drawing/writing about the investigation.	1.D. Data from investigation	1.D. ECS WC
2. Science Journals	2. The children will design their own individual science journals to record investigation experiences during this unit.	2. E.1,3,4,344$_1$ R.115 R.19,115$_2$ R.115$_3$	2. R.115 E.82,149,184$_1$ R.115$_2$ R.115$_3$	2. The teacher will tell the children that the unit of study is entitled "Investigations." She will assist students in designing science journals in which research experiences done during the unit may be recorded by drawing/writing. Each section could include the following: Problem, Hypothesis, Research, Findings.	2. Materials for making books: Paper (white) Poster board Duct tape Rubber cement Collage materials for decorating cover Construction paper Markers or crayons	2. PA WC

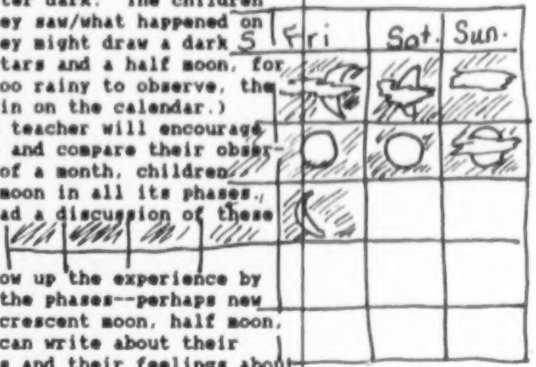
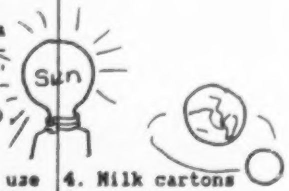
What are some things you've wondered about?

Craige - I wonder where the wind comes from.

Kyle - I wonder what makes the sky blue.

Tiffany - I wonder what make grass green.



Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
3. Calendar Fun	3. Children will make and use a calendar.	3. M.8 R.115 E.10,13,14, 16,17_1 M.C*142,143 R.115 S.64 E.35,36,37, 38,39,149_2 R.115 M.C*148 E.151,152, 184_3	3. S.C35,40 M.C*142,143 R.115 E.82,151, 152,184, 344_1 R.115 M.C*148 A.3_2 R.115 S.66 E.11,42,43, 44,45,46,47 A.1_3	3. The teacher and children will continue aspects of the Calendar Fun project. During a month-long period, the teacher will ask each child, with family members, to make sky observations each night after dark. The children should record what they saw/what happened on their calendars. (They might draw a dark cloudy sky, or many stars and a half moon, for example. If it was too rainy to observe, the children will draw rain on the calendar.) About once a week the teacher will encourage the children to share and compare their observations. At the end of a month, children should have seen the moon in all its phases. The teacher should lead a discussion of these phases.  S Fri Sat. Sun. The children can follow up the experience by drawing and labeling the phases--perhaps new moon (no moon seen), crescent moon, half moon, and full moon. They can write about their nighttime observations and their feelings about the observations. The teacher can help the children discuss a model (of balls) and show that the moon revolves around the earth. The moon "shines" with light reflected from the sun (perhaps modeled by a bare light bulb or flashlight). It does not produce its own light.  	3. Predrawn calendar grid Pencils or markers Paper	3. O C PA
4. Weather Tools	4. The children will make and use tools to measure and gauge aspects of the weather.	4. R.4,115 E.1,2,3,4, C33,34 M.C8,C*139, 239_1	4. R.C*70,115 E.37,38,39, 82,151,152 M.C15,31, C*139,144, C240,C241, 250_1	4. The teacher will help children make and use various "weather tools." For example, children could make rain gauges from clean milk cartons with lids cut off. They can place the gauges in various locations--in the open, near a building, under a tree. After a rain, they can retrieve their gauges, compare the amount of rain collected in each, and measure the water's depth in centimeters. They can record data on a weather chart and make brief notations on a large class calendar.	4. Milk cartons Centimeter ruler Weather chart Ping pong ball String Glue OR Plastic streamers Sponge Paper Glue Cotton	4. O C PA MC

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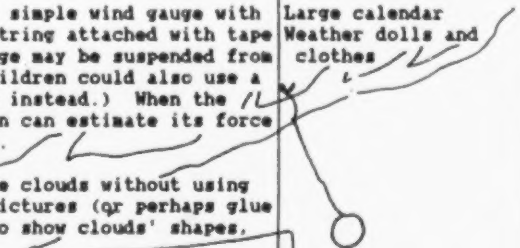
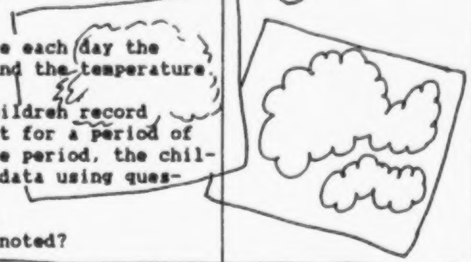
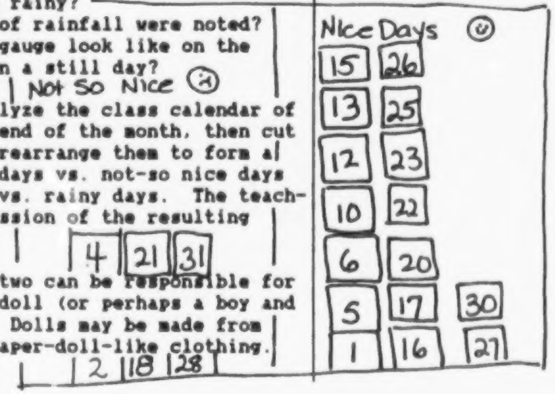
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		M.9,19, C*142,143, C*144 E.35,36,37, 38,39,*149, 299,300 S.64_2	R.C*71 M.9,19 A.$C3_2$	The children can make a simple wind gauge with a ping pong ball with string attached with tape or epoxy glue. The gauge may be suspended from a tree branch. (The children could also use a simple plastic streamer instead.) When the wind blows, the children can estimate its force by watching their gauge.	Large calendar Weather dolls and clothes	
		E.*67,*151, 152,184, 288,*291, 344 R.*70,72 H.2 A.C1 S.63 M.$C240_3$	E.42,43,???, 292,*319, 320 S.C46,66 PE.204 M.C240,244_3	The children can observe clouds without using tools. They can draw pictures (or perhaps glue cotton to blue paper) to show clouds' shapes, sizes, and altitude. The children should also note each day the weather's general features and the temperature. The teacher will help the children record weather data on a large chart for a period of 2-4 weeks. At the end of the period, the children should interpret their data using questions such as these: How many days were cloudy? What kinds of clouds were noted? How many days were rainy? About how many cm of rainfall were noted? What did the wind gauge look like on the windiest day? On a still day? The children can analyze the class calendar of weather data at the end of the month, then cut apart the dates and rearrange them to form a bar graph with nice days vs. not-so nice days or sunny vs. cloudy vs. rainy days. The teacher will lead a discussion of the resulting graph. Each day a child or two can be responsible for selecting a weather doll (or perhaps a boy and girl doll) to wear. Dolls may be made from paper or felt with paper-doll-like clothing.		







Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				The children should examine their results from monthly seasonal data and make some descriptions and conclusions about the weather in the seasons experiences so far.		
5. Interviewing	5. The children will gain information from interviews, then organize and share the information.	5. M.C*3,7,8, 31,259 R.3,4 E.340_1 M.C9,39_2 M.C240,244_3	5. Use of oral language M.C240,C241, C*250 E.82,*149, 152,*184, 344_1 M.C9,39_2 M.244 E.288,299 R.*72_3	5. The teacher will help the children develop one or more questions to be answered by interviewing others. For example: What's your favorite meal in the cafeteria? Have you broken a bone? How could we make our school yard look nicer? The teacher will help the children organize themselves into teams. One team can work on the question, wording it well or establishing possible categories for answers. Another team (or each child) could collect the data. Another team could organize and count the data. Another team could make a display for the data. To gather data, the children could use a poll box placed in the hall or other school site; they could visit other classes; they could ask people outside of school. The teacher will discuss with the children examples of how interviews are used in everyday life--polls, interviews of personalities, and so on. The teacher will lead a discussion of the results presented by one team. Some children may write a summary of the interviews and data using >, <, and = to compare results of data.	5. Paper Have you broken a bone?	5. O C PA WC MC
Emphasis: Light/Color						
6. The Rainbow Goblins	6.A. The children will participate in discussion and answer questions concerning formalities of written language.	6.A. R.4,25,26, 27,114_1	6.A. A.C22 R.C*60,C*64, C*66,C*70, C*81,85,114 E.82,124, *148,*149, 183_1	6.A. The teacher will introduce the book The Rainbow Goblins by Ulde Rico, asking the children to look at the cover and predict what the book will be about. The teacher will show the children the title page and ask them to look at the words RAINBOW and GOBLINS and find the pictures that go with each word. The teacher will point out the lettering in the title (which is all done in caps) and then ask the children to	6.A. Book, The Rainbow Goblins by U. Rico	6.A. O L

Unit Title Investigations

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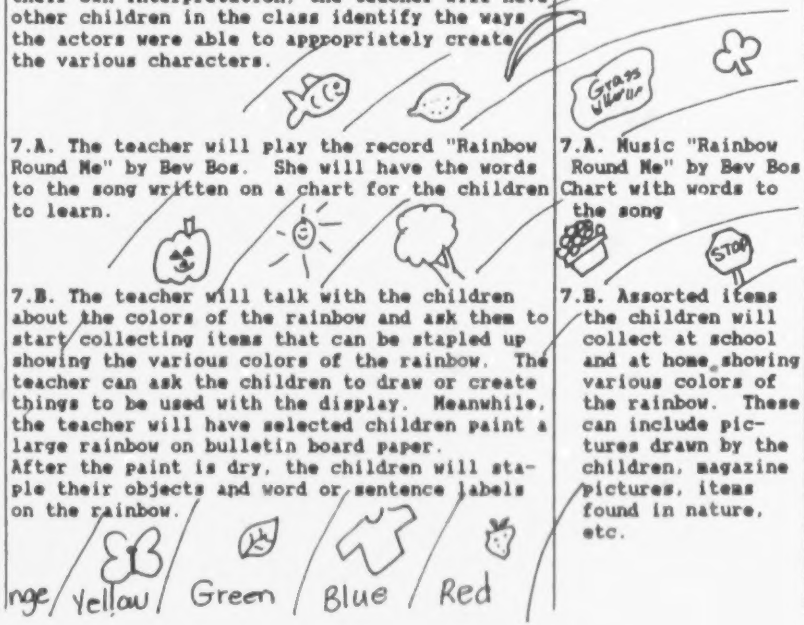
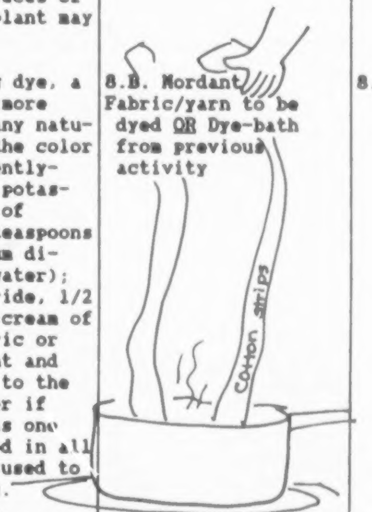
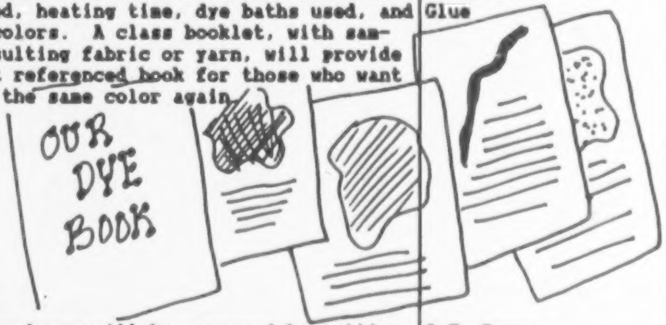
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.*148,*149, 299 R.C44,114$_2$ R.C44,C*60, C*70,72, C*81,114$_3$	E.115,129, 149,*157 R.C*44,C*65, C*82,114$_2$ E.*161,*187, *232 R.C*64,C*66, 114$_3$	look at the page and find a letter (i and o) that is shown in its upper and lower case forms. As the story is read the first time, the teacher will involve the children in a discussion of the main characters, the main idea, the problem or conflict, the resolution of the problem. On the second reading, the teacher will point out various characteristics of the print and discuss them with the children: p.1.."Once there was..." begins the story with a very large "O". p.1..Names of the colors are capitalized because they are also the names of the goblins. p.1..The name of a place is capitalized... the "Valley of the Rainbows." p.1..The word "color" is spelled "colour." This book was written in Germany and translated into English in England (see the title page). Some English words are spelled differently in different countries. p.2..Punctuation marks are varied. Notice the use of quotation marks in the phrase.. Yellow roared, "Don't lose heart comrades! Think of the delicious colors ahead!"... Notice the use of the exclamation marks in this same sentence. p.6..The artist used light to show that the sun was setting. Ask "What color is the sky, where the sun has just been?" p.11..What does the author mean when he says "...the moon shone on the mirror-like surface of the water, and its magical light was reflected into the cave."? p.14..Call attention to the use of quotation marks. How do we know who is talking in each of the sentences? pp.19-20..The word lasso is used in the story. Look for something in the picture that goes with that word. What happened to the rainbow before the goblins could lasso it? pp.25-28..The artist shows in these pictures how the colors were spread across the	"Once there was..." The Rain bow Goblins	

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				world. Tell the children that this story is written rather like a Fable (which will be studied in the next unit). In a fable there is usually a moral, or a special ending that teaches right and wrong. What is the moral of this story? Fables are sometimes stories that are made up to explain things we don't understand. What does this story explain?		
	6.B. The children will identify the primary characters in the story and will develop written descriptions of each.	6.B. R.3,4$_1$ SS.C2$_2$ E.289,*291 R.C*81$_3$	6.B. R.80,C*81 A.C29$_1$ E.*291 R.C*82 A.C3 OC.C31$_2$	6.B. The teacher will talk with the children about the major characters in the story and will have the children tell about each character. The teacher and the children will identify words in the story that suggest how different characters look and act: "prowled, sucked bellies, roared, commanded, evil, gloated, scheming" all are used by the goblins or by the author in describing them; "rich, magnificently, glittering, splendidly, plumed, paradise" are all used in reference to the rainbow and its friends the birds and flowers. Characters and their descriptions will be recorded by the teacher on experience chart paper. The teacher will introduce the idea that these will be the characters used to act out the story, but that first they must create scenery to be used as a backdrop for the actions in the various scenes.	6.B. Book, The Rainbow Goblins by U. Rico	6.B. O L WC RC
	6.C. The children will re-create the story of the Rainbow Goblins through visual and written forms.	6.C. M.C15 R.7,8,29 E.1,2,3,4, 339,340$_1$ E.316 A.C1	6.C. M.C15 E.124 H.24$_1$ H.35$_2$ E.324 H.49 A.42 PE.C204$_3$	6.C. The teacher will provide a large mural space (or spaces) so that the children can create their own pictures of the background scene in the story. The teacher will first have the children re-tell the story in their own words. This "script" will be divided up, and the children will decide how many pictures (without including the goblins) they would need to make to show the various settings in the story (land before Hidden Valley, the entrance to Hidden Valley, the dark cafe with the moon shining in, the dream scene, the meadow, the pool of flowers, the land of colors). The children will paint the scenes and decide on how the back-	6.C. Large pieces of news print or bulletin board paper Paint Paint brushes	6.C. O PA

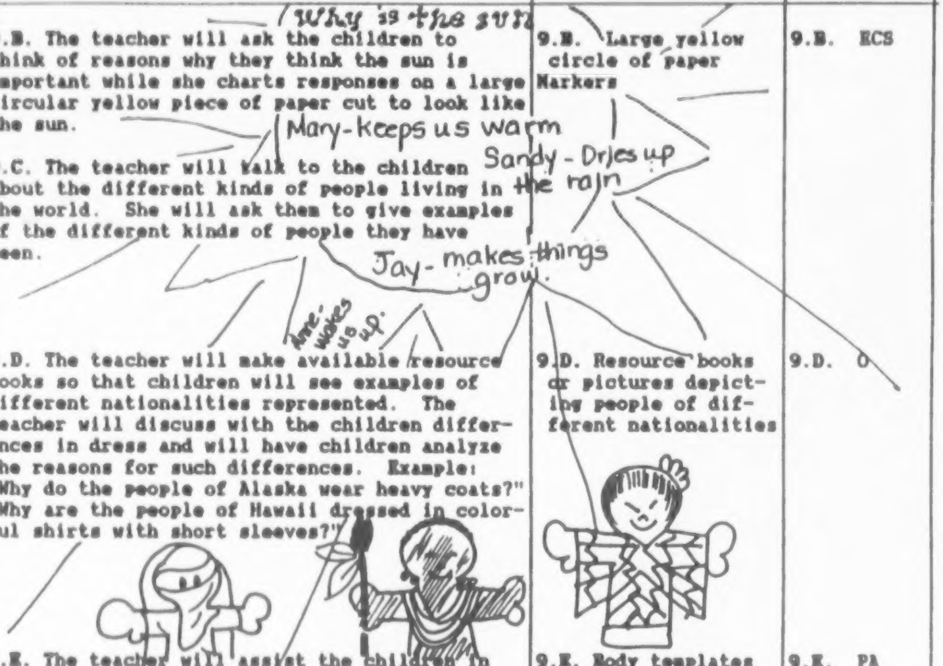
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				drops can be changed so that actors might work in front of them.		
	6.D. The children will create paper bag costumes for the seven goblins and the flowers in the pool of colors.	6.D. R.115 E.1,2,3,4$_1$ R.115$_2$ R.115 A.C1,C5$_3$	6.D. R.115$_1$ R.115 A.2$_2$ R.115$_3$	6.D. The teacher will provide large grocery bags so that the children can create costumes for the seven Rainbow Goblins. These costumes will be worn by various players in acting out the story. Flower costumes can be created for use in the final scene.	6.D. Large grocery bags Paint Material scraps Scissors Glue	6.D. PA
	6.E. The children will dramatize a story and defend their characterizations of the goblins and the flowers.	6.E. R.C3,4 E.340$_1$ R.C*70,C*81$_3$	6.E. R.C*70,C*81 E.279 H.22,C25$_1$ R.C*82 OC.C31$_2$ E.324$_3$	6.E. The teacher will have the children take turns in playing the different characters in the story. As each group of actors presents their own interpretation, the teacher will have other children in the class identify the ways the actors were able to appropriately create the various characters.	6.E. Murals and costumes	6.E. O L
7. "Rainbow of My Own"	7.A. The children will learn the words to the song "Rainbow Round Me" by Bev Bos.	7.A. R.C*42,C44$_1$ R.C*42,C44$_2$ R.C*42,C44$_3$	7.A. R.C*42,C44$_1$ R.C*42,C44$_2$ R.C*42,C44$_3$	7.A. The teacher will play the record "Rainbow Round Me" by Bev Bos. She will have the words to the song written on a chart for the children to learn.	7.A. Music "Rainbow Round Me" by Bev Bos Chart with words to the song	7.A. O L RC
	7.B. The children will begin collecting pictures, items, drawings showing the various colors of the rainbow to add to a bulletin board on which they paint a giant rainbow labeled with the colors of the spectrum (ROY G BIV).	7.B. R.2,10,115 E.1,2,3,4,23,25,C33,C34,290$_1$ E.35,36,37,38,39,*149 R.115$_2$ R.115 E.*184,344,C346$_3$	7.B. E.37,38,39,*67,82,*149,*184,344 R.115 A.C22$_1$ R.115 A.32 E.62,*149$_2$ R.115 E.42,43,44,45,46,47$_3$	7.B. The teacher will talk with the children about the colors of the rainbow and ask them to start collecting items that can be stapled up showing the various colors of the rainbow. The teacher can ask the children to draw or create things to be used with the display. Meanwhile, the teacher will have selected children paint a large rainbow on bulletin board paper. After the paint is dry, the children will staple their objects and word or sentence labels on the rainbow.	7.B. Assorted items the children will collect at school and at home showing various colors of the rainbow. These can include pictures drawn by the children, magazine pictures, items found in nature, etc.	7.B. PA

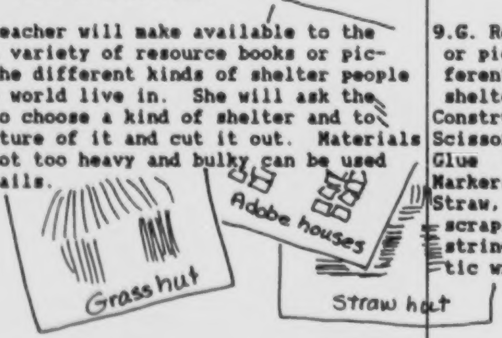


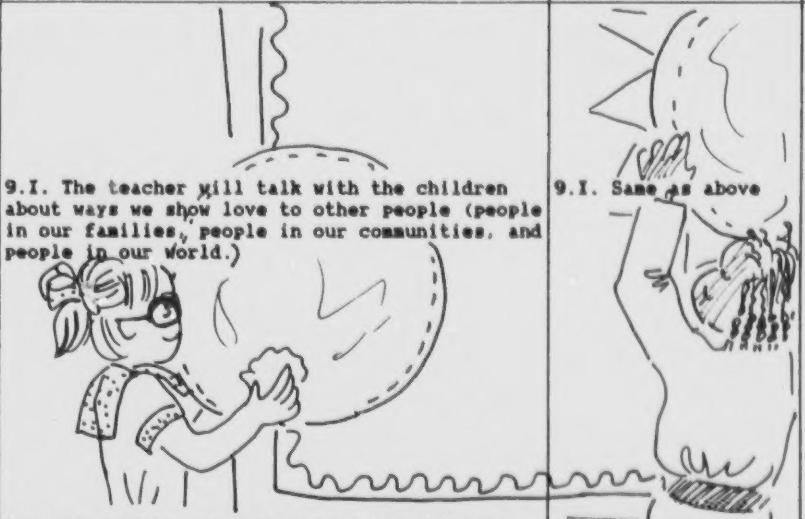
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
8. Nature's Colors	8.A. The children will assist in preparing dye from natural materials.	8.A. OC.46$_1$ R.19$_2$ R.C*61$_3$	8.A. R.C*61$_1$ A.32$_2$	8.A. The teacher, with the assistance of the children, will prepare natural dye according to the following directions: a. Place a large kettle of water with a natural dyeing substance added onto a hotplate. b. Allow the pot to simmer until the color of the water is a shade darker than the desired fabric color. c. Strain the liquid to remove all pieces of plant fiber. (Some trace of the plant may remain.)	8.A. Large kettle Water Dyeing substance Strainer Hotplate	8.A. 0
	8.B. The children will assist in preparing mordant baths for natural dyeing.		8.B. H.24,29 A.C22$_1$ H.44 S.C41$_2$ M.C*153$_3$	8.B. To dye a fabric with the resulting dye, a MORDANT may be added to make the color more permanent. Vinegar is a mordant for many natural dyes. The mordant can also change the color produced by a single dye. Other frequently-used mordants include: alum (aluminum potassium sulfate, 1 tablespoon to 1 gallon of water); copper (copper sulfate, 1 1/2 teaspoons to 1 gallon of water); chrome (potassium dichromate, 1/3 teaspoon to 1 gallon of water); tin (cream of tartar and stannous chloride, 1/2 teaspoon stannous chloride, 1 teaspoon cream of tartar to 1 gallon of water). The fabric or yarn can be pre-treated with the mordant and then dyed, or the mordant can be added to the dye bath. The pre-treating works better if several colors of dye are to be used, as one mordant bath can treat fabric to be used in all four dye-baths and one dye-bath can be used to color various mordant-treated materials.	8.B. Mordant Fabric/yarn to be dyed OR Dye-bath from previous activity  	8.B. 0
	8.C. The children will assist in dyeing fabric/yarn with homemade dyes.	8.C. E.3 S.C322 M.C35$_1$ M.C*147$_3$	8.C. M.C*147 S.C41$_2$	8.C. To dye: Cut or tear non-treated cotton fabric or natural yarn into strips. Wet the fabric or yarn and enter it into the mordant bath. Slowly bring the pot to a simmer and leave it at this heat for half an hour. Allow the fabric to cool in the liquid overnight. On the next day, rinse the material before dyeing. Fabric treated in all mordants can be dyed together. Put the wet fabric into the	8.C. Cotton fabric Yarn Scissors Water Mordant bath Dye bath	8.C. 0 PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				dye bath. Bring the dye liquid to a boil and leave at the boiling point for several minutes. Allow the liquid to return to a simmer. Check every fifteen or twenty minutes to see if the fabric is a desirable color. (It is like magic to see the many colors of fabric that can come from one dye, if a variety of mordants are used to treat the fabric before dyeing. The children can work out a pattern of knots to identify each mordant).		
	8.D. The children will prepare a written record of their dyeing experience.	8.D. R.4,62 S.C32$_1$ R.19 E.35,36,37, 38,39,149 S.C41$_2$ R.C*68,C*70, C*72 S.37 E.67,344, C346$_3$	8.D. R.C*63,C*70 E.37,38,39, *67,82,83, 344,352$_1$ E.62 S.C43$_2$ E.42,43,44, 45,46,47, *186 S.C46,C48$_3$	8.D. Throughout the dyeing, the teacher and children should keep careful records of mordant recipes used, heating time, dye baths used, and resulting colors. A class booklet, with samples of resulting fabric or yarn, will provide a permanent referenced book for those who want to produce the same color again. 	8.D. Paper Pencils Glue	8.D. PA WC
	8.E. The children will make individual looms and use them in weaving their own designs.	8.E. A.7$_3$	8.E. PE.C192,C196 A.7$_1$ A.6$_2$	8.E. Weaving looms will be prepared by cutting notches into the ends of boxes, and warping (or wrapping) the loom with twine, yarn, or string. (There will be less problem with stretching if the warping material does not have a lot of give.) Each child can weave a design using the natural materials prepared in class and other yarns and fabric strips, if quantity demands.	8.E. Boxes Twine, yarn or string Yarn Fabric strips	8.E. O PA
9. "One Light, One Sun"	9.A. The children will listen to the song and discuss the meanings of the words.	9.A. R.4$_1$		9.A. The teacher will play the song "One Light, One Sun" and talk with the children about the words of the song.	9.A. Raffi's "One Light, One Sun"	9.A. L

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	9.B. The children will brainstorm reasons why they think the sun is important.	9.B. S.C65 E.340 R.3,4$_1$		9.B. The teacher will ask the children to think of reasons why they think the sun is important while she charts responses on a large circular yellow piece of paper cut to look like the sun.	9.B. Large yellow circle of paper Markers	9.B. ECS
	9.C. The children will use appropriate words to describe the different kinds of people living in the world.	9.C. E.340$_1$ E.279,280, 289$_3$	9.C. E.279 SS.11,42$_1$ E.*291,320$_2$ E.267$_3$	9.C. The teacher will talk to the children about the different kinds of people living in the world. She will ask them to give examples of the different kinds of people they have seen.		
	9.D. The children will look through resource books and find examples of people of different nationalities.	9.D. E.340 R.114$_1$ E.299 R.40,86,114$_2$ E.279,280, 289 R.C*87,114 H.2$_3$	9.D. R.C*70,85, 114 OC.46$_1$ R.C*71,86, C*87,71, 114$_2$ E.292,319, 324,408 R.C*89,C*92, SS.44,45$_3$	9.D. The teacher will make available resource books so that children will see examples of different nationalities represented. The teacher will discuss with the children differences in dress and will have children analyze the reasons for such differences. Example: "Why do the people of Alaska wear heavy coats?" "Why are the people of Hawaii dressed in colorful shirts with short sleeves?"	9.D. Resource books or pictures depicting people of different nationalities	9.D. O
	9.E. The children will create paper dolls to represent various nationalities.	9.E. R.1,3,4,115 E.3,4$_1$ E.35,36,37, 38,39,*149 R.115$_2$	9.E. SS.11,42 H.24 R.115 E.*67,82, *149,*184, 344,C346, 352$_1$ E.62,366 A.6 R.114,115$_2$	9.E. The teacher will assist the children in choosing a nationality to represent through making a paper doll and talk to the children about likenesses and differences among people. The teacher will provide body-shape templates and demonstrate how the children can draw around them and cut them out to make paper dolls. The teacher will provide an assortment of materials that children can use to dress their dolls. After their dolls are completed, the teacher will have the children share their work and locate various places on a world map.	9.E. Body templates Assorted collage materials (e.g., fabric scraps, buttons, yarn, wallpaper samples) Glue Markers Construction paper A world map	9.E. PA

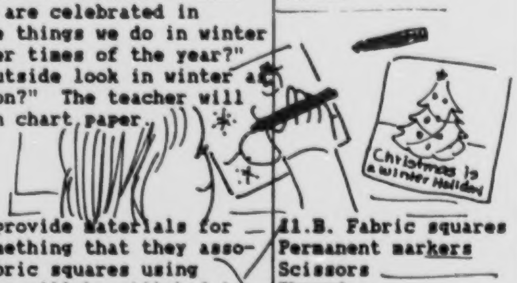


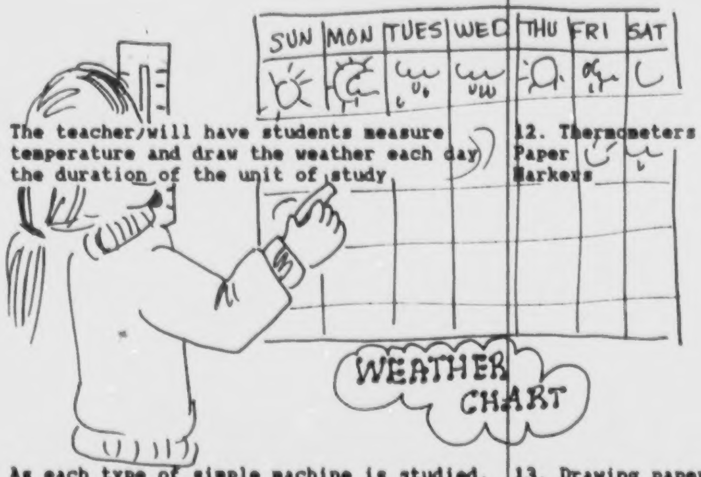
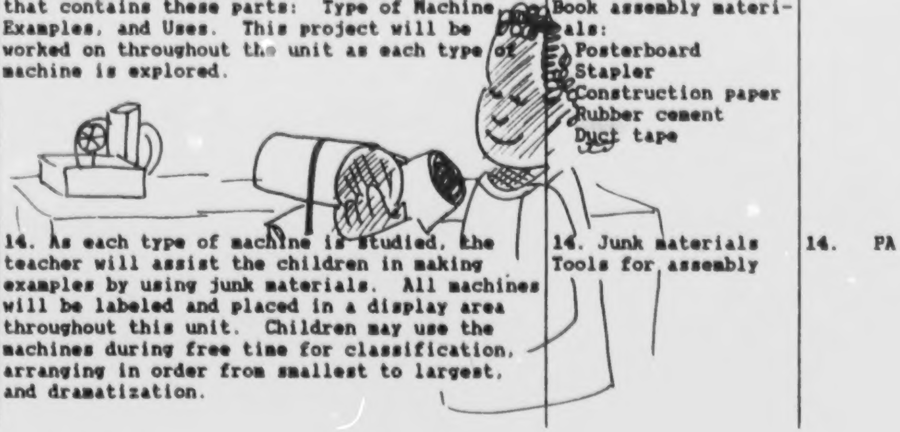
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.*67,*184, 344,C346 R.115 A.C1$_3$	E.42,43,44, 45,46,47, *159,324 R.115 SS.44,45$_3$	Children can write information about the doll they choose.		
	9.F. The children will identify different kinds of shelter constructed by various people of the Earth.	9.F. R.1,2$_1$	9.F. SS.42$_1$ SS.44,45$_3$	9.F. The teacher will talk to the children about different kinds of shelter and ask them to name the kind of home they live in (e.g., apartment, house, trailer). Again, the teacher will help children to connect the shelter designs and the materials used with climatic conditions in various locations.		9.F. L
	9.G. The children will choose a kind of shelter to draw.	9.G. E.1,3,4,5, 23,24,25 R.114,115 OC.46$_1$ R.19,40,114, 115$_2$ R.114,115 A.C1$_3$	9.G. H.24 R.85,114,115 A.C22$_1$ R.C*71,114, 115 E.*157$_2$ E.76,408 R.C*92,114, 115 A.42 SS.44,45$_3$	9.G. The teacher will make available to the children a variety of resource books or pictures of the different kinds of shelter people around the world live in. She will ask the children to choose a kind of shelter and to draw a picture of it and cut it out. Materials that are not too heavy and bulky can be used to add details. 	9.G. Resource books or pictures of different kinds of shelter Construction paper Scissors Glue Markers or crayons Straw, leather scraps, twine/ string, foil, plastic wrap, tape, etc.	9.G. PA PF
	9.H. The children will identify dreams they have for their world and its people through the use of drawing/ writing.	9.H. R.3,4 E.23,24,25, C33,C34, 340$_1$ E.35,36,37, 38,39,*149, *150$_2$	9.H. E.37,38,39, *67,82, *149,*150, *184,279, 344,346 R.C*70$_1$ E.62$_2$	9.H. The teacher will talk with the children about their "dreams" or hopes for the world and its people and will list their responses on an experience chart. S/he will then assist the children in drawing/writing about their responses on paper shaped like thought bubbles in comic strips.	9.H. Construction paper Crayons Markers Drawing paper Scissors Glue	9.H. PA WC

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.*67,*184, 279,280, 289,*320, 332,344, C346 R.*70_3	E.42,43,44, 45,46,47, *319,323_3			
	9.I. The children will identify ways they show love for other people through use of drawing/writing.	9.I. E.23,24,25, 33,34 R.3,4_1	9.I. E.37,38,39, *67,82, *149,*150, *184,279, 344,346 R.C*70_1	9.I. The teacher will talk with the children about ways we show love to other people (people in our families, people in our communities, and people in our world.)	9.I. Same as above	9.I. ECS
		E.35,36,37, 38,39,*149, *150_2	E.62_2			
		E.*67,*184, C*320,332, 344,C346_3	E.42,43,44, 45,46,47, 323,324_3			
	9.J. The children will create a stuffed Earth.	9.J. E.12,18 M.*217_1 A.$C5_3$	9.J. M.*217_1	9.J. The teacher will talk with the children about the shape of the earth. She will assist children in cutting around the circular shapes. Later the children will staple around the edges of the shape, leaving room to stuff it with shredded or crumpled paper/polyester fill.	9.J. 2 large circles of butcher paper (about 3 feet in diameter) Shredded paper or polyester fill Staples	9.J. PA
	9.K. The children will talk about completed activities.	9.K. R.115_1	9.K. R.115 A.$C21_1$	9.K. The teacher and children will place the stuffed Earth and sun on a bulletin board. The paper dolls will then be stapled around the Earth with the heart-shaped paper between the bodies. The teacher will talk with the children about how they represented the "Children of the World" with their dolls. The hearts between the dolls show that there are ways we can "fill the world with love" by showing love for our family, our friends and our neighbors in other lands. Next, the "thoughts for the world" will be attached to the bulletin board so that it looks as if the children are des-	9.K. Completed activities Stapler	9.K. L O PA

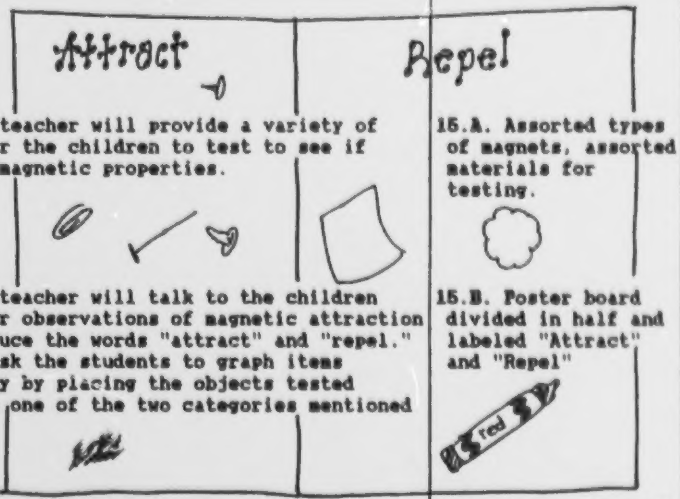
Unit Title Investigations

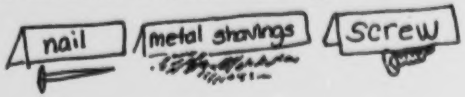
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				cribing their dreams. The many types of houses in the world (illustrating the words "One world, home for everyone) will be stapled or glued directly on the stuffed Earth. The children can think of a title for the project and arrange the title, the words of the song, and a description of their work, as part of the display.		
Emphasis: Weather						
10. Weather Collage	10. The children will create weather collages.	10. M.29 E.1,2,3,4 SS.13_1 A.1 S.63_3	10. A.C22,27,28, 29_1 A.2,6_2 A.42_3	10. The teacher will have the children create weather collages by using butcher paper and painting background scenery for a particular season (e.g., snowy grounds, gray clouds, barren trees). They will then draw and cut out appropriate items to add to the scenery (e.g., children building a snowman, sledding, etc.). This can be done for each season in whatever manner the children decide.	10. Butcher paper Paints Drawing paper Markers Crayons Scissors Glue	10. PA PF
11. Winter Quilt	11.A. The children will talk about activities associated with winter.	11.A. R.3,4 SS.13 E.340_1 E.299 SS.16,18_2 E.*320,332 M.63_3	11.A. SS.14 E.279_1 E.*320_2 E.*319,323, 324,326 SS.45_3	11.A. The teacher will talk to the children about certain events that are seasonal. Ask: "What kinds of holidays are celebrated in winter?" "What are some things we do in winter that we don't do at other times of the year?" "How does the scenery outside look in winter as opposed to another season?" The teacher will write their responses on chart paper.	11.A. Chart paper Marker	11.A. ECS
	11.B. The children will draw/write about something associated with winter.	11.B. E.1,5,6,341 R.10 E.23,24,25, C33,34_1 E.35,36,37, 38,39,*149, *150_2	11.B. E.37,38,39, *67,82, *149,*150, *184,344, C346,352_1 E.62,394_2	11.B. The teacher will provide materials for the children to draw something that they associate with winter on fabric squares using permanent markers. These will be stitched together and quilted. Each child will sign his/her square and the result will be a class quilt to hang in the room. Children may write sentences on small strips of paper to attach to their square.	11.B. Fabric squares Permanent markers Scissors Thread Quilting materials Fabric for backing Paper strips Pencils	11.B. PA WC


Christmas is a winter Holiday

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.*67,*184, 288,*320, 344,C346 A.C1$_3$	E.42,43,44, 45,46,47, 292,*319, 323,324 A.42$_3$			
12. Weather/ Temperature Graph	12. The children will keep a record of weather and temperature for a specified period of time.	12. R.115 E.6,18,23, 24,25 M.C*3,C7$_1$	12. R.115 S.40,C65$_1$	12. The teacher will have students measure the temperature and draw the weather each day for the duration of the unit of study  SUN MON TUES WED THU FRI SAT WEATHER CHART	12. Thermometers Paper Markers	12. PA
		M.C9 E.35,36,37, 38,39$_2$	M.C9$_2$			
		S.63$_3$	E.42,43,44, 45,46,47 S.46$_3$			
Emphasis: Machines						
13. Machine Book	13. The children will make pages to go in a book about machines.	13. R.8 E.1,23,24, 25,37,38, 39$_1$	13. E.82,83,184, 352$_1$	13. As each type of simple machine is studied, the children will add to a section of a book that contains these parts: Type of Machine, Examples, and Uses. This project will be worked on throughout the unit as each type of machine is explored.	13. Drawing paper Markers or crayons Book assembly materials: Posterboard Stapler Construction paper Rubber cement Duct tape	13. PA
		E.35,36,37, 38,39,*149$_2$	E.62,*271$_2$			
		E.*67,*184, *320,344, C346$_3$	E.42,43,44, 45,46,47, C319,323$_3$			
14. Machine Display	14. The children will construct simple machines using junk materials.	14. R.115 S.C38$_1$	14. R.115 A.C22,C27, C28,C29$_1$	14. As each type of machine is studied, the teacher will assist the children in making examples by using junk materials. All machines will be labeled and placed in a display area throughout this unit. Children may use the machines during free time for classification, arranging in order from smallest to largest, and dramatization.	14. Junk materials Tools for assembly	14. PA
		A.6 S.64 R.115$_2$	A.6 R.115$_2$			

Unit Title Investigations



Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Emphasis: Magnets		R.115 A.C5$_3$	R.115 A.42$_3$			
15. Magnetic Attraction Display	15.A. The children will experiment with a variety of materials and determine whether they contain magnetic properties.	15.A. R.1,2 S.C32$_1$ R.C*72$_3$	15.A. S.41$_2$	15.A. The teacher will provide a variety of objects for the children to test to see if they have magnetic properties.	15.A. Assorted types of magnets, assorted materials for testing.	15.A. O
	15.B. The children will distinguish between the words attract and repel.	15.B. R.1,2,C44 S.C32$_1$ R.C44$_2$ R.C43,C44, C*60$_3$	15.B. R.C44,C*60 M.C241, C*250$_1$ R.C44$_2$ S.46 R.C44$_3$	15.B. The teacher will talk to the children about their observations of magnetic attraction and introduce the words "attract" and "repel." She will ask the students to graph items accordingly by placing the objects tested underneath one of the two categories mentioned above.	15.B. Poster board divided in half and labeled "Attract" and "Repel"	15.B. O RC
	15.C. The children will make predictions as to whether materials will be attracted or repelled by magnets and test their predictions.	15.C. R.1,2,3,4, C*70 M.29$_1$ R.C*70$_3$	15.C. R.C*70$_1$ S.C41$_2$	15.C. The teacher will encourage the children to collect a wide variety of materials for testing. The children will predict whether or not the materials they collected will be attracted to magnets as the teacher charts responses. The children will test their predictions by experimenting with and observing their materials. The teacher will mark the appropriate prediction either true or false using a red marker for "true" and a blue marker for "false."	15.C. Materials children have collected Chart paper Markers Magnets	15.C. O ECS
	15.D. The children will create a display of objects that were attracted to magnets by labeling each item.	15.D. R.1,2 E.C33,C34$_1$ E.35,36,37, 38$_2$	15.D. E.38,82$_1$ E.42,43,45, 46,47 S.C46$_3$	15.D. The teacher will assist the children in creating a display of objects that were found to be attracted to magnets. She will encourage the children to label each object. 	15.D. Display area Cards for labeling Markers	15.D. PA

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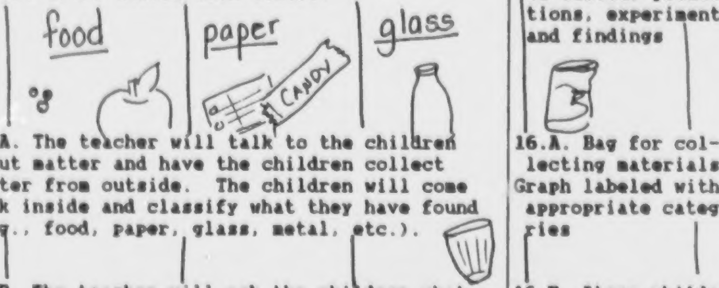
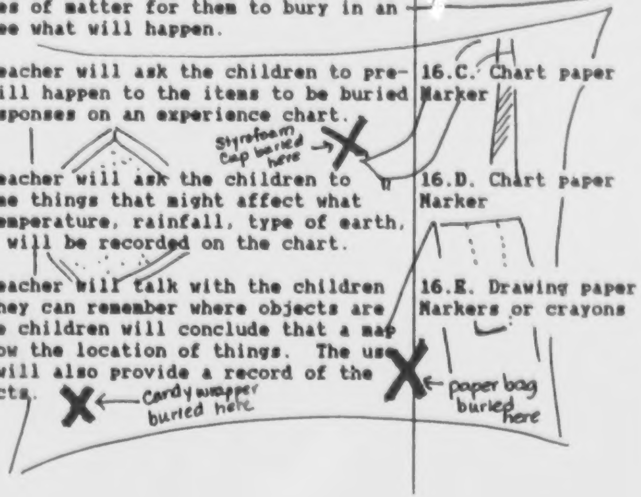
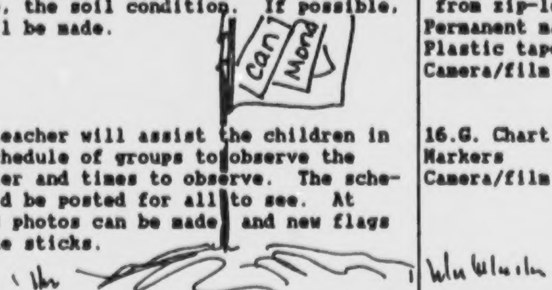
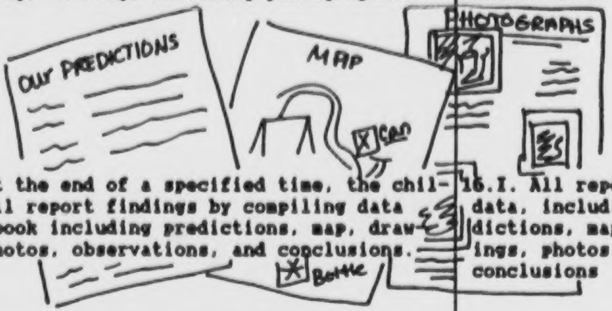
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	15.E. The children will report their findings including predictions, observations and experiments.	15.E. R.8$_1$	15.E. R.C"60, C"63$_1$	15.E. The teacher will assist the children in gathering all the data and compiling into a report to be shared with others.	15.E. Data including list of materials to be tested, predictions, experiments, and findings	15.E. PA WC
Emphasis: Matter						
16. Report on Changes of Matter	16.A. The children will collect samples of matter and classify according to type of material collected.	16.A. R.1.2 M.29$_1$		16.A. The teacher will talk to the children about matter and have the children collect matter from outside. The children will come back inside and classify what they have found (e.g., food, paper, glass, metal, etc.).	16.A. Bag for collecting materials Graph labeled with appropriate categories	16.A. O
	16.B. The children will choose examples of types of matter to bury.	16.B. R.1.2 S.C32$_1$	16.B. H.24$_1$ H.35$_2$	16.B. The teacher will ask the children what happens to some of the matter after a period of time. She will ask the children to choose several types of matter for them to bury in an effort to see what will happen.	16.B. Items children collected in previous activity	16.B. O
	16.C. The children will predict what happened to the buried matter.	16.C. R.3,4,9$_1$		16.C. The teacher will ask the children to predict what will happen to the items to be buried and list responses on an experience chart.	16.C. Chart paper Marker	16.C. ECS
	16.D. The children will identify factors important in changing matter.	16.D. S.C65 R.1.2$_1$		16.D. The teacher will ask the children to think of some things that might affect what happens: temperature, rainfall, type of earth, etc. These will be recorded on the chart.	16.D. Chart paper Marker	16.D. ECS
	16.E. The children will construct a map to show the location of objects buried.	16.E. OC.46 E.18 M.218 R.115$_1$ R.115$_2$ R.115$_3$	16.E. R.115$_1$ R.115$_2$ R.115$_3$	16.E. The teacher will talk with the children about how they can remember where objects are buried. The children will conclude that a map helps to show the location of things. The use of markers will also provide a record of the buried objects.	16.E. Drawing paper Markers or crayons	16.E. PA

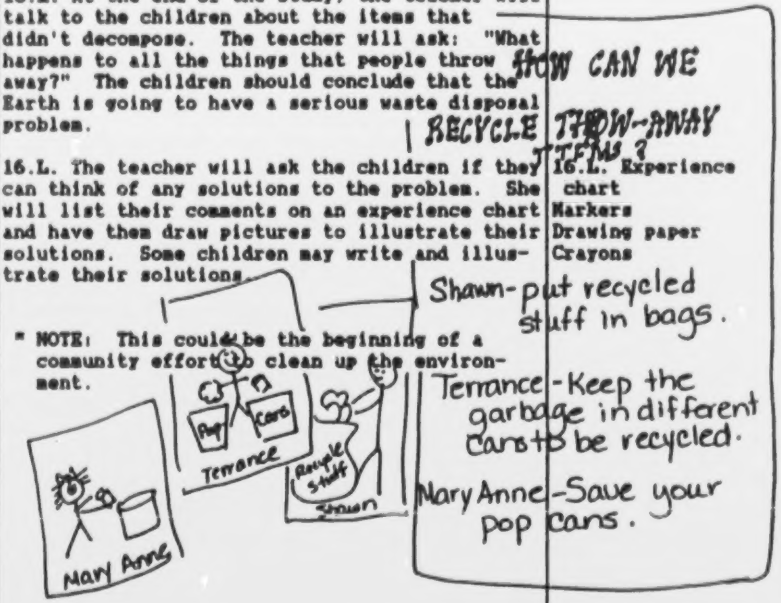




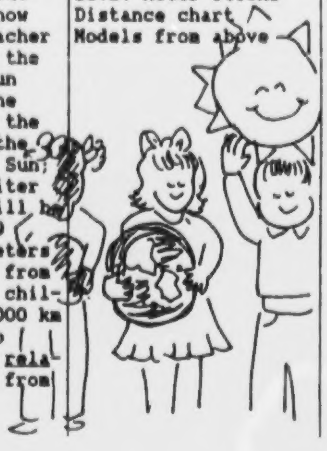
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	16.F. The children will choose a site for burying objects chosen and bury them.	16.F. M.C8$_1$ E.*151,*152, 288$_3$	16.F. E.37,38, *151,*152 S.C40 M.C8,145$_1$ E.*195$_2$ E.292$_3$	16.F. The teacher will assist the children in choosing a site for burying the objects and the children will bury them. Each item will be marked with a plastic flag. On the flag the children will record the object, the date, the temperature, the soil condition. If possible, a photo will be made.	16.F. Site for burial Shovel Dowel rods (2 feet or higher) Plastic flags (made from zip-loc bags) Permanent markers Plastic tape Camera/film	16.F. O
	16.G. The children will devise a schedule for observing the buried matter so that they can record the results.	16.G. M.C35,C*138 R.4$_1$ M.C*141$_2$ M.C*147$_3$	16.G. M.C*138 R.C*61,C*701 M.C152$_3$	16.G. The teacher will assist the children in making a schedule of groups to observe the buried matter and times to observe. The schedules should be posted for all to see. At these times photos can be made and new flags added to the sticks.	16.G. Chart paper Markers Camera/film	16.G. ECS
	16.H. The children will record findings.	16.H. R.3,4 E.23,24,25$_1$ E.35,36,37, 38,39$_2$ E.*67,288, 289$_3$	16.H. E.38,39,*67, 82,83$_1$ E.59,62 S.C41$_2$ E.42,43,44, 45,46,47, C48$_3$	16.H. The children will periodically check the buried items and record findings each time by describing, drawing, or taking photographs.	16.H. Camera/film Drawing paper Markers or crayons	16.H. O WC
	16.I. The children will report findings at the end of a specified period of time by compiling a book.	16.I. E.340,341$_1$	16.I. S.C46$_3$	16.I. At the end of a specified time, the children will report findings by compiling data into a book including predictions, map, drawings, photos, observations, and conclusions.	16.I. All report data, including predictions, map, drawings, photos, and conclusions	16.I. PA
	16.J. The children will share their findings.		16.J. A.C27,C28, C29$_1$	16.J. A display will be set up in the library or lunchroom showing the results of the study. The book, photographs, and original objects in zip-loc bags can be included.	16.J. Display table Booklet (from above)	



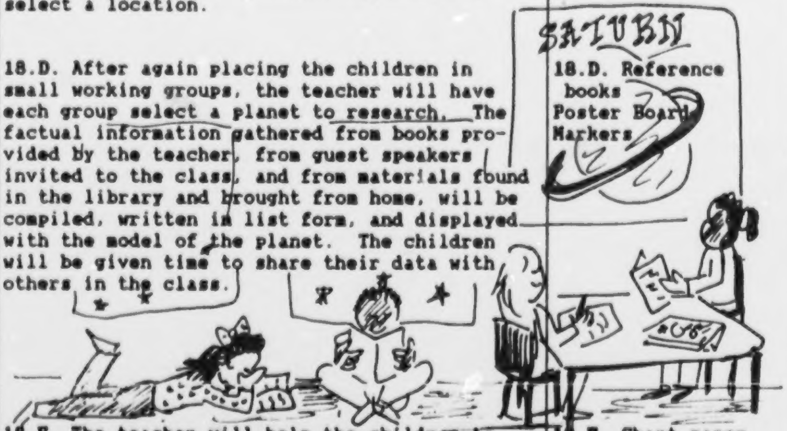


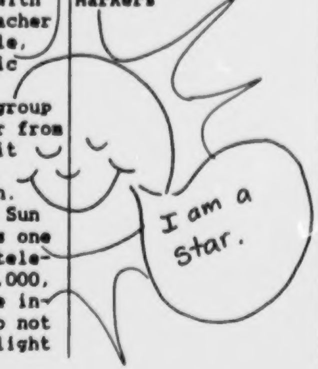
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	16.K. After the study is complete, the children will discuss implications.	16.K. R.3,4,10_1 E.299_2		16.K. At the end of the study, the teacher will talk to the children about the items that didn't decompose. The teacher will ask: "What happens to all the things that people throw away?" The children should conclude that the Earth is going to have a serious waste disposal problem.		16.K. L
	16.L. The children will brainstorm ways to recycle throw-away items or ways to cut down on the amount of garbage in the world and draw pictures of their conclusions.	16.L. E.1,23,24, 25,33,34, 340,341 R.3,4_1 E.35,36,37, 38,39,*149, *150_2 E.*67,*184, 256,*320, 344,C346, *357_3	16.L. E.37,38,39, *67,82,83, *149,*184, 332,344, C346,352, *357_1 E.59,62, *271,*285, 366,367, *368,394_2 E.42,43,44, 45,46,47, 267,*272, 292,*319, 232,324, *359,*360_3	16.L. The teacher will ask the children if they can think of any solutions to the problem. She will list their comments on an experience chart and have them draw pictures to illustrate their solutions. Some children may write and illustrate their solutions. * NOTE: This could be the beginning of a community effort to clean up the environment.  HOW CAN WE RECYCLE THROW-AWAY ITEMS? Shawn-put recycled stuff in bags. Terrance-Keep the garbage in different cans to be recycled. Mary Anne-Save your pop cans. Pop Cans Terrance Recycle Stuff Shawn Mary Anne	16.L. Experience chart Markers Drawing paper Crayons	16.L. PA ECS
Emphasis: Space						
17. Space Design	17. The children will draft and defend spacecraft designs.	17. R.4 E.23,24,25, 27_1 A.C1,$C5_3$	17. H.21,22,C23 A.$C22_1$	17. The teacher will ask the children to think about how spacecraft designs have changed and how they could be better. The children will be divided into groups. Each group will be asked to invent the best spacecraft possible after discussing these questions: "How will the rocket be launched?" "At what angle must the launcher be set to achieve the greatest height and distance?" "How far will the rocket travel?" "If the rocket were real, where would they plan for it to go?"	17. Tubes Rubber bands Elastic Springs Junk materials Drawing paper Pencils	17. PA O

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				A variety of materials will be provided to use in construction of the spacecraft. Different types of springs and rubber bands may be used as propelling devices.		
18. Planet Models	18.A. The children will use mathematical skills to construct scale models of the planets.	18.A. R.115 E.2,3,4_1 R.115_2 R.115 A.C5 M.C*149_3	18.A. R.115 H.21,22,C23 A.C22 S.C35,$C36_1$ R.115 M.C*149_2 R.115 S.66 A.42_3	18.A. The teacher will provide the children with a chart showing the relative sizes of the planets using Earth as 1 unit (ft. or inch). Mercury would then be (.4), Pluto (.25), Mars (.5), Earth (1), Venus (1), Neptune (3.81), Uranus (4), Jupiter (11), and the Sun (106). Providing the unit of measure (1 cube, 1 inch, or 1 foot), the teacher will divide the children into groups to construct the planets to scale. Materials used may include plasticine, paper mache, old tennis and hockey balls, styrofoam balls, etc.	18.A. Newspaper Glue Water Brushes Balls Plasticine Paint Etc. Teacher-made size chart	18.A. PA O
	18.B. The children will represent the relative distances between planets with their bodies.	M.C*149_3	18.B. M.C*149_2 S.66_3	18.B. The teacher will take the children outside. Using the distance of 1 meter to show how far the Earth is from the Sun, the teacher will have the children hold the models of the planets. First, the person holding the Sun will stand in a designated area. Next, the Earth person will stand 1 meter away from the Sun. Mercury will be .4 of a meter from the Sun; Venus will be .7 of a meter from the Sun; Mars will be 1.5 meters from the Sun; Jupiter will be 5.2 meters from the Sun; Saturn will be 9.5 meters from the Sun; Uranus will be 19 meters from the Sun; Neptune will be 30 meters from the Sun; and Pluto will be 39 meters from the Sun. The teacher will explain to the children that the Earth is, in fact, 150,000,000 km from the Sun. Because this distance is so great, we can only show a proportional or relative distance. The distance of the Earth from the Sun is called an astronomical unit.	18.B. Meter sticks Distance chart Models from above	18.B. O L

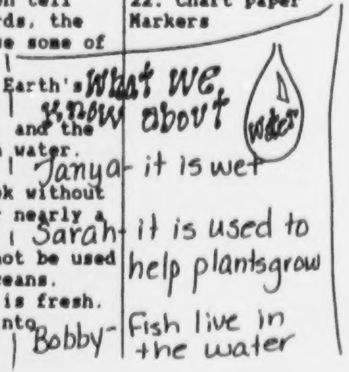


Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	18.C. The children will measure various spaces and display their models of the planets at suitable distances from each other.	18.C. M.C*144_2 M.C*149, C*150_3	18.C. S.C36 M.C*144_1 M.C*150_2 S.66 M.C*155_3	18.C. The teacher will suggest that the children hang their planets in a long corridor, or in the cafeteria, or some other location where there will be enough distance to provide suitable space. The children may be divided into small groups to do the necessary measuring to select a location.	18.C. String Meter sticks Stepladder	18.C. PA O MC
	18.D. The children will research individual planets and make reports.	18.D. R.4,114 E.C33,$C34_1$ R.86 E.35,36,37, 38,39,*149_2 R.C*87,114 E.60,*67, *184,344, $C346_3$	18.D. R.85,114 E.37,38,39, 82,*149, *184,344, C346,352_1 R.86,C*87,88 E.59,62_2 R.C*89,C*92, 114 E.42,43,44, 45,46,47, *72,408_3	18.D. After again placing the children in small working groups, the teacher will have each group select a planet to research. The factual information gathered from books provided by the teacher, from guest speakers invited to the class, and from materials found in the library and brought from home, will be compiled, written in list form, and displayed with the model of the planet. The children will be given time to share their data with others in the class.	18.D. Reference books Poster Board Markers	18.D. PA O L SSC RC
	18.E. The children will summarize data about our solar system.	18.E. R.3,4,9 E.340_1 E.300_2		18.E. The teacher will help the children to make comparisons and classify their data with regard to the whole solar system. The teacher might have the children notice, for example, that the planets are divided into two basic groups: one group contains small, rocky planets that are near the Sun; the other group contains giant, gassy planets that are far from the Sun. The only planet that does not fit into this classification system is little Pluto, which is far, far away from the Sun. The teacher might also point out that the Sun is really a star, and not a planet. It is one of 3,000 stars that we can see without a telescope. The Milky Way itself contains 100,000,000,000 stars. The children might also be interested to know that planets and moons do not have light of their own, but reflect the light	18.E. Chart paper Markers	18.E. ECS





Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				of the Sun, so that it looks like they are shining. These facts and others mentioned by the children should be written by the teacher on an experience chart.		
19. Home Project	19. The children will select and research a topic related to astronomy.	19. Emphasized skills would depend on which project is chosen.	19.	19. The teacher will explain to the children that they are each to select a topic related to astronomy upon which to become an "expert." They are to share their information on the topic with the class by creating a visual display (poster, model, etc.), writing a book about it, making a cassette tape, or giving an oral talk using visual aides. Topics from which to select might include: black holes, pulsars, quasars, the spectrum, telescopes, famous astronomers, Van Allen's belt, satellites, measuring light or space, special stars, exploration of the planets, or U.F.O.'s.		
20. Astronauts	20. The children will demonstrate a knowledge of space attire by constructing models dressed for a flight.	20. E.2,3,4,23, 24,25,27_1 A.C1,$C5_3$		20. The teacher will have the children make stuffed portraits of astronauts by drawing around their bodies, making two cut-outs, stapling them together, and stuffing them. If desired, the children can work in small groups, using one child to trace. Body details (facial features, etc.) can be added. Next, space suits, boots, and gloves will be constructed for the "models" to wear. Aluminum foil can be used for boots and gloves, and the "suit" painted a metallic silver, or the whole figure can be covered with foil. A helmet can be made by cutting a window on the "face side" of a paper grocery bag, and covering it with plastic wrap. (For more detail about the design and function of space attire, write for information from: Educational Programs Division, Code FE, Office of Public Affairs, NASA, Washington, DC 20546. There is a small charge for some publications, so write for a bibliography.) Completed astronauts can be suspended from the ceiling or displayed near a spacecraft model.	20. Large paper Pencils Staples Stuffing Foil Paint Brushes Scissors Grocery bags Plastic wrap String	20. PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
21. Spacecraft Model	21. The children will identify and reconstruct major parts of a spacecraft.	21. R.4,114,115 E.1,2,3,4,8,10,13,14,15,23,24,25,27,C33,$C34_1$ R.86,114,115 E.35,36,37,38,39,*149,299,300 $SS.24_2$ R.C*87,114,115 E.*67,*184,344,$C346_3$	21. R.C*70,85,114,115 E.37,38,39,*67,82,*149,*184,344,C346,352 H.22,C23 $A.C22_1$ R.86,C*87,88,114,115 E.58,59,62_2 R.C*89,C*92,114,115 E.42,43,44,45,46,47,408 $A.42_3$	21. A spacecraft is a vehicle that operates above the altitudes attainable by research balloons and aircraft--about 100,000 feet of altitude. Satellites, rockets, space shuttles, and space probes are all types of spacecraft. The teacher will divide the children into four groups to investigate the properties of and uses for these different types of spacecraft. Each group will be given the task of researching and summarizing information about the spacecraft and constructing a model of the craft. Each group will determine the materials and tools necessary for building the model and will take major responsibility for acquiring and/or gathering the supplies. (Construction toys such as Legoes, Capsela, and Omagles may be used, or junk materials such as boxes, cardboard tubes, etc., may suffice.) The teacher will require each group to make labels identifying major parts of the craft, and to use posters and other visuals to help in explaining the information to others. The different groups will share their work with other teams.	21. Assorted materials Paper Markers Research books 	21. PA
Emphasis: Fresh Water and Salt Water						
22. Information Chart	22. The children will brainstorm their knowledge of water.	22. $R.3,4_1$ $E.299,300_2$		22. The teacher will have the children tell what they know about water. Afterwards, the teacher will add to the knowledge base some of the following information: ♦ Water covers more than 70% of the Earth's surface. ♦ Oceans, rivers, lakes, our bodies, and the air we breathe all are filled with water. ♦ The human body is 2/3 water. ♦ A person can live for only one week without water, while a person can live for nearly a month without food. ♦ 97% of the water on the Earth cannot be used by people, because it is in the oceans. ♦ Only 3% of the water on the Earth is fresh. ♦ 3/4 of the fresh water is locked into glaciers and ice-caps.	22. Chart paper Markers  What we know about water Tanya- it is wet Sarah- it is used to help plantsgrow Bobby- Fish live in the water	22. L ECS

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				◆ Water is the only substance that can be a solid, liquid, or gas at the regular temperature of the Earth. ◆ There is a shortage of water for drinking and growing things today in many parts of the Earth.		
23. Water Uses	23.A. The children will name the things we use water for.	23.A. R.4 E.C33,C34$_1$ E.35,36,37,38,39,*149$_2$ E.67,*184$_3$	23.A. E.37,38,39,*67,82,*149,184,352$_1$ E.62$_2$ E.42,43,44,45,46,47$_3$	23.A. The teacher will have the children brainstorm all the things they can think of for which we use water. Responses will be written on individual 4" x 5" cards by some children selected as "recorders."	23.A. 4" x 5" cards Markers	23.A. L PA WSC
	23.B. The children will classify water uses.	23.B. M.29$_1$		23.B. The teacher will have a group of children sort and classify the cards indicating uses for water in order to define topics for a research project. The final groupings will be glued onto a large sheet of paper with "Uses for Water" written in the center, so that the result will be a large topic web. (See the unit topic webs for an example.)	23.B. Cards from above Large paper	23.B. PA
	23.C. The children will use a variety of materials to find out more about uses of water.	23.C. R.3,4,C44,114$_1$ R.40,86,114$_2$ R.C*41,C43,C*56,C*87,114$_3$	23.C. R.C*37,C*41,C*70,85,114$_1$ R.86,C*87,88,114$_2$ R.C*38,C*89,C*92,114 E.408$_3$	23.C. The teacher will divide the children into as many groups as there are major topics to study: water in the home, water and industry, water in agriculture, water for recreation, etc. Each group will be given times to meet during a period of two weeks or more. Their assignment is to prepare a report on the topic and to prepare materials to help them present their report. The teacher will make available a variety of informational books to be used in the preparation of reports. Old magazines can be used for cutting out pictures to make posters.	23.C. Reference books Pencils Paper Old magazines	23.C. RSC SSC

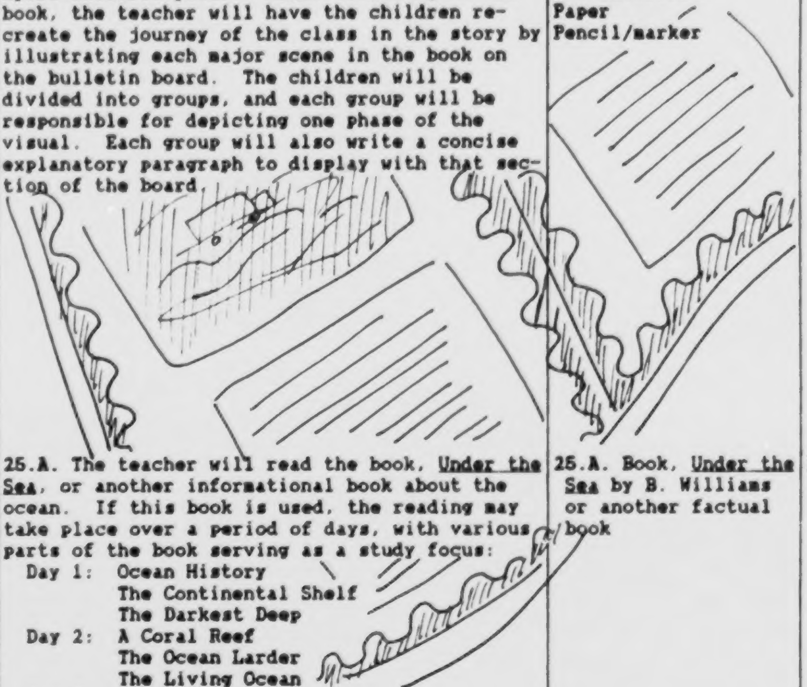
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	23.D. The children will prepare written records of their work.	23.D. R.4 E.C33,34_1 E.35,36,37, 38,39,*149, 300_2 R.C*61,C*70 E.60,*67, *152,*184, *320,344, $C346_3$	23.D. E.37,38,39, 60,*67, C*70,82,83, *149,*152, *184,344, C346,352, *356,*360 H.20,21,22, $C23_1$ E.62,*271, 366,367, $*368_2$ E.42,43,44, 45,46,47, 267,$*319_3$	23.D. The teacher may want to help the children by providing a form indicating the kind of information they are to include in their report and the points considered for grading: **Water Use Report** 1. 3 facts about how water is used. 2. Where the water comes from. 3. How the water is stored for use. 4. What happens to the water after use. 5. Notecards numbered 1-3 (or more). 6. References for 3 or more books used. 7. Poster, chart, diorama, or other visual aid. 8. Report written in 3 or more paragraphs. 9. Report written neatly for display. 10. Group participation in oral report. Total: Each point can be checked off by the group and used as a guide in completing a "Calendar of Work" related to group meetings. **WHAT WE DID TODAY** 1. Date______ 2. Date______ 3. Date______ 4. Date______ 5. Date______ 6. Date______	23.D. Prepared forms	23.D. PA O L RSC WC

nit Title Investigations Page 29

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				If research work is new to the children, the teacher will need to introduce a guide for making notes on cards and for writing the references. The difficulty and details required should be related to the age and experience of the children.		
	23.E. The children will give oral reports with pertinent facts.	23.E. R.3,4 E.340$_1$ E.299,314$_2$ E.279,280,389,*320,332$_3$	23.E. E.279,332$_1$ E.*271,*320 OC.1$_2$ E.267,292,*319,323$_3$	23.E. The teacher will provide time for the children to give their group reports, using the aids they made and including the details required by the teacher. Visuals will be put on display in the classroom or elsewhere in the school.	23.E. Draft reports	
	23.F. The children will edit their work with teacher assistance.	23.F. R.C*42,C44$_1$ R.C*42,C44$_2$ R.C*42,C43,C44 E.*63$_3$	23.F. R.C*42,C44 E.*63,*67,82,83,*360$_1$ R.C*42,C44 E.362$_2$ E.*359,*360$_3$	23.F. Following the oral reports, the teacher will meet with each group to discuss the written draft. At this time, information will be clarified and form will be corrected with the teacher's help.	23.F. Draft reports Colored pen	23.F. WC
	23.G. The children will complete final drafts of their reports.		23.G. E.360$_1$ E.*362$_2$ E.*360$_3$	23.G. The teacher will require the children to submit a final edited draft of their work following her conferencing with each group.	23.G. Final reports	23.G. WC

my report is about ...

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
24. Water Works	24. The children will use artistic and visual skills to re-create the story of water.	24. R.7,115 E.23,24,25, 27, C33,C34,	24. R.C*63,C*64, C*66,C*70, 115 E.37,38,39, *67,82,83, *184,344, C346,352, *357 H.22,C23 A.C22,C27, C28,$C29_1$	24. The teacher will read the book, The Magic School Bus at the Waterworks, which describes the treatment of water and the use of water for hydro-electric power. After listening to the book, the teacher will have the children re-create the journey of the class in the story by illustrating each major scene in the book on the bulletin board. The children will be divided into groups, and each group will be responsible for depicting one phase of the visual. Each group will also write a concise explanatory paragraph to display with that section of the board.	24. Book, The Magic School Bus at the Waterworks Art materials Paper Pencil/marker	24. PA WSC O RSC
		R.115 E.35,36,37, $38,39_2$	R.C*65,C*67, 115 E.58,59,62, $*368_2$			
		R.C*64,C*66, C*70,115 E.*67,*184, *320 $A.C1_3$	R.115 E.42,43,44, 45,46,47, *72,*319, 323,324, 374_3			
25. Under the Sea	25.A. The children will listen as the teacher reads a book of factual information about the ocean.	25.A. $R.113,114_1$	25.A. $R.113,114_1$	25.A. The teacher will read the book, Under the Sea, or another informational book about the ocean. If this book is used, the reading may take place over a period of days, with various parts of the book serving as a study focus: Day 1: Ocean History The Continental Shelf The Darkest Deep Day 2: A Coral Reef The Ocean Larder The Living Ocean Day 3: Machines Under the Sea An Underwater Home Sunken Treasure Day 4: Levels of Life	25.A. Book, Under the Sea by B. Williams or another factual book	25.A. O
		$R.113,114_2$	R.C*83,113, 114_2			
		$R.113,114_3$	$R.113,114_3$			



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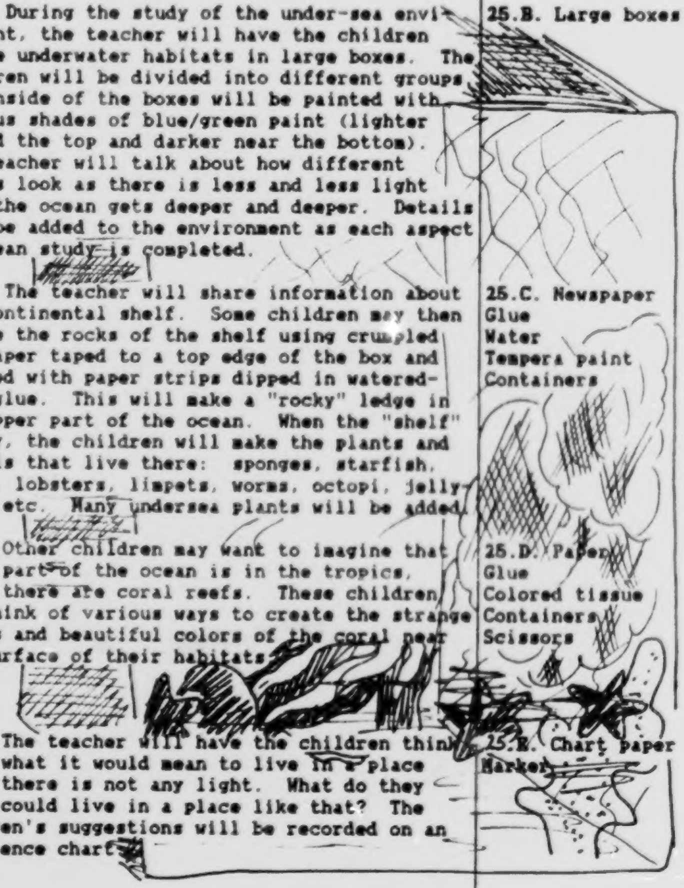
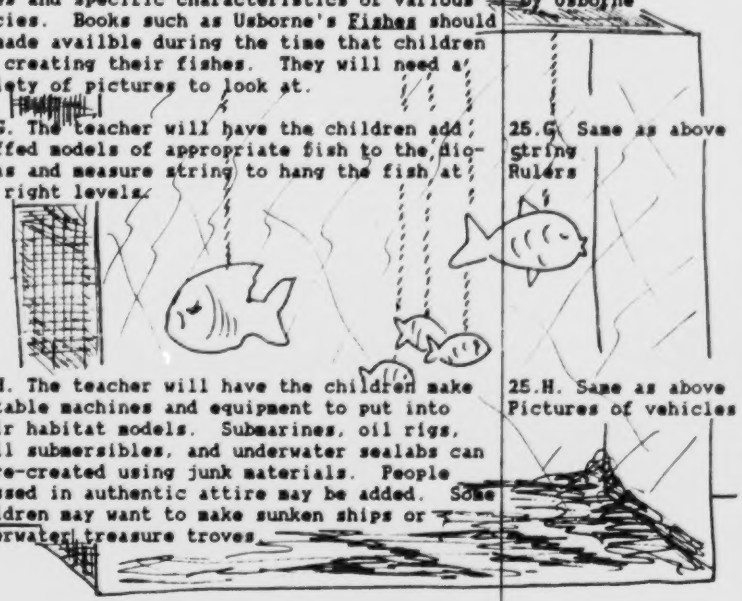
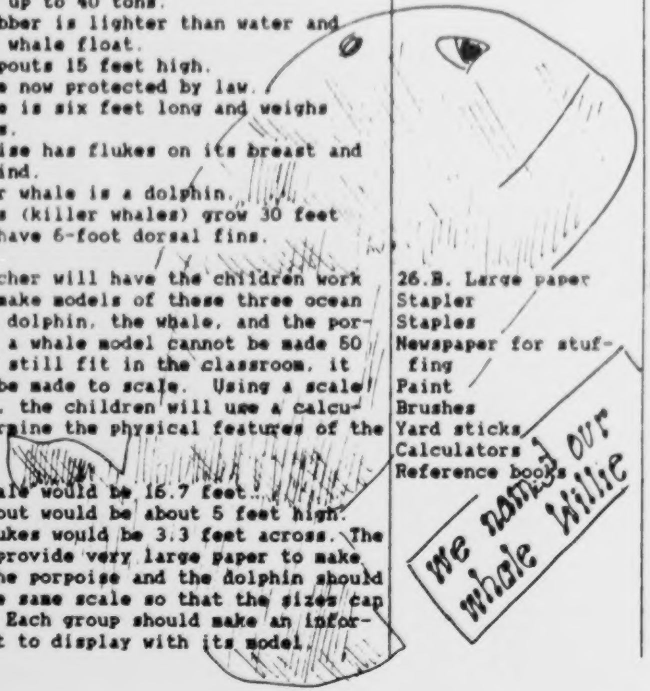


Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	25.B. The children will prepare the base for an underwater habitat.	25.B. R.4,115 E.2,10,14_1 R.115_2 R.115 A.$C1_1$	25.B. R.115 H.22,C23 A.C22,27,28, 29_1 R.115 A.2,6_2 R.115 A.42_3	25.B. During the study of the under-sea environment, the teacher will have the children create underwater habitats in large boxes. The children will be divided into different groups. The inside of the boxes will be painted with various shades of blue/green paint (lighter toward the top and darker near the bottom). The teacher will talk about how different things look as there is less and less light when the ocean gets deeper and deeper. Details will be added to the environment as each aspect of ocean study is completed.	25.B. Large boxes	25.B. PA L O
	25.C. The children will re-create the continental shelf.	25.C. R.115 E.23,24,25, 27_1 R.115 S.7_2 R.115 A.C1,$C5_3$	25.C. R.115 S.C7,$C20_1$ R.115 A.6 S.12_2 R.115_3	25.C. The teacher will share information about the continental shelf. Some children may then create the rocks of the shelf using crumpled newspaper taped to a top edge of the box and covered with paper strips dipped in watered-down glue. This will make a "rocky" ledge in the upper part of the ocean. When the "shelf" is dry, the children will make the plants and animals that live there: sponges, starfish, crabs, lobsters, limpets, worms, octopi, jellyfish, etc. Many undersea plants will be added.	25.C. Newspaper Glue Water Tempera paint Containers	25.C. SSC PA
	25.D. The children will identify the characteristics of a coral reef and re-create it within their ocean dioramas.	25.D. R.115_1 R.115_2 R.115_3	25.D. R.115_1 R.115 S.$C27_2$ R.115 A.42_3	25.D. Other children may want to imagine that their part of the ocean is in the tropics, where there are coral reefs. These children can think of various ways to create the strange shapes and beautiful colors of the coral near the surface of their habitats.	25.D. Paper Glue Colored tissue Containers Scissors	25.D. PA
	25.E. The children will suggest effects of darkness on living things.	25.E. R.4,9_1 E.299,300, 340,341_2 R.C*72 E.279,280, 320,332_3	25.E. R.C*70 E.279_1 R.C*71 E.320_2 E.319,324_3	25.E. The teacher will have the children think about what it would mean to live in a place where there is not any light. What do they think could live in a place like that? The children's suggestions will be recorded on an experience chart.	25.E. Chart paper Marker	25.E. L ECS

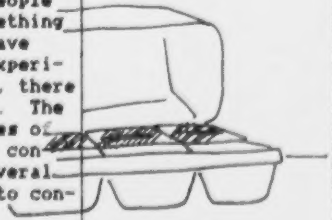
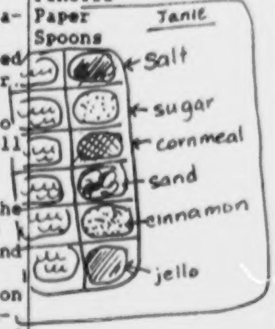
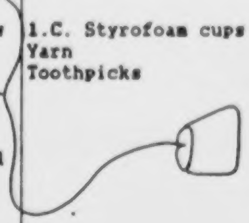
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	25.F. The children will identify characteristics of carnivorous fish by making models.	25.F. R.4,114,115 E.2,3,4,23, 24,25,27 OC.46$_1$ R.40,114, 115$_2$ R.114,115 S.C8$_3$	25.F. R.85,114,115 A.C22 S.C20$_1$ R.114,115$_2$ R.C*92,114, 115 E.408 A.42$_3$	25.F. The teacher will explain that the deepest parts of the ocean (below 5,000 feet), are cold and dark. There are not many plants because plants need sunlight, so the fish that live so deep must be able to eat other fish. They have long teeth, gaping jaws, and stomachs that stretch to make room for bigger fish. Some are luminous and some are blind. The teacher will suggest that the children make two-dimensional portraits of these fish by stuffing them. Research will have to be done to determine the sizes and specific characteristics of various species. Books such as Usborne's Fishes should be made availble during the time that children are creating their fishes. They will need a variety of pictures to look at.	25.F. Paper Markers Tempera paint Brushes Containers Scissors Foil Junk materials Florescent markers Related resource books such as Fishes by Usborne	25.F. PA
	25.G. The children will identify and create the fish typical of different levels of sea live and will apply measurement skills to place them.	25.G. R.115 E.10,13,14, 15,16,23, 24,25,27 OC.46 M.218$_1$ R.115 A.C1 M.C*149$_3$	25.G. R.115 A.C22,27,28, 29 S.C20,C35, C36 M.C*144$_1$ R.115 A.25,42 M.C*155$_3$	25.G. The teacher will have the children add stuffed models of appropriate fish to the dioramas and measure string to hang the fish at the right levels.	25.G. Same as above string Rulers	
	25.H. The children will describe the roles of people and machines in the underwater world.	25.H. R.4,114,115 E.1,2,3,4,5, 10,13,14, 15,16,23, 24,25,27$_1$ R.40,114,115 E.299,300 SS.16,24$_2$ R.C*70,114, 115$_3$	25.H. R.C*70,85, 114,115 E.250 A.C22,27,28, 29 SS.50$_1$ R.C*71,114, 115 SS.22$_2$ R.C*92,114, 115 E.408 A.42$_3$	25.H. The teacher will have the children make suitable machines and equipment to put into their habitat models. Submarines, oil rigs, small submersibles, and underwater sealabs can be re-created using junk materials. People dressed in authentic attire may be added. Some children may want to make sunken ships or underwater treasure troves.	25.H. Same as above Pictures of vehicles	25.H. PA



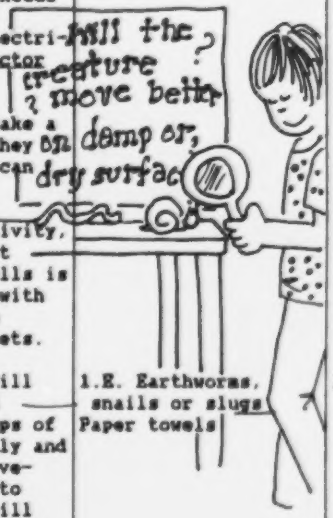
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	25.I. The children will describe their research and project designs.	25.I. R.4 E.299,300$_1$	25.I. H.C23$_1$ OC.1,18,C20$_2$	25.I. Once the underwater worlds have been completed, the teacher will have the children explain the details of their creations for the benefit of their own class or another class. The children should be encouraged to ask each other questions and to provide appropriate reinforcement for jobs well-done.	25.I. Completed habitats	25.I. PA L
26. Mammal Models	26.A. The children will summarize information about ocean mammals.	26.A. R.4,114$_1$ R.114$_2$ R.114$_3$	26.A. R.114$_1$ R.114$_2$ R.114$_3$	26.A. The teacher will introduce a book such as Whalewatch, that givees information about the mammals that live in the ocean. After the teacher reads the books, the children will summarize the information they learned about whales, porpoises, and dolphins: ♦ California gray whales grow to 50 feet long and weigh up to 40 tons. ♦ Whale blubber is lighter than water and helps the whale float. ♦ A whale spouts 15 feet high. ♦ Whales are now protected by law. ♦ A porpoise is six feet long and weighs 100 pounds. ♦ The porpoise has flukes on its breast and a fin behind. ♦ The killer whale is a dolphin. ♦ Male orcas (killer whales) grow 30 feet long and have 6-foot dorsal fins.	26.A. Chart paper Markers Book, Whalewatch by J. Behrens	26.A. ECS
	26.B. The children will use calculators to compute percentages and will measure to create scale models.	26.B. R.114,115 E.2,3,4,10, 13,14,15, 23,24,25,27 OC.46 S.C38$_1$ R.40,114,115 E.299,300 S.C64$_2$ R.114,115 M.C*149$_3$	26.B. R.85,114,115 H.22,C23 S.C20,C35$_1$ R.114,115 A.6 M.C*149$_2$ R.114,115 E.408 A.42 M.244$_3$	26.B. The teacher will have the children work in groups to make models of these three ocean mammals: the dolphin, the whale, and the porpoise. Since a whale model cannot be made 50 feet long and still fit in the classroom, it will have to be made to scale. Using a scale of 3:1 or 4:1, the children will use a calculator to determine the physical features of the whale model. Example: 3:1, the whale would be 16.7 feet. 3:1, the spout would be about 5 feet high. 3:1, the flukes would be 3.3 feet across. The teacher will provide very large paper to make the whale. The porpoise and the dolphin should be made to the same scale so that the sizes can be compared. Each group should make an informational chart to display with its model.	26.B. Large paper Stapler Staples Newspaper for stuffing Paint Brushes Yard sticks Calculators Reference books	26.B. PA UT

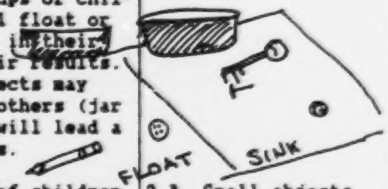
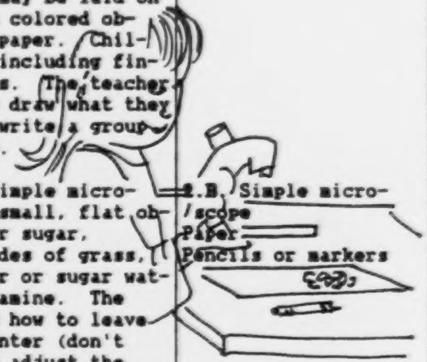

we named our whale Willie

Unit Title Investigations Page 34

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
1. Simple Experiments	1.A. The children will conduct simple experiments and record and share results.		1.A. Readiness for experimentation as a way of finding out	1.A. The teacher will lead a discussion of conducting experiments as a way of finding out things. Generally with an experiment, people devise a question to test out and do something to try to answer the question. We may have "hunches" about what will happen in an experiment, but if the answer is already known, there is no real need to conduct an experiment. The teacher will ask the children for examples of situations where they or others actually conducted experiments. Over a period of several weeks, the teacher might guide children to conduct simple experiments such as these:		
		1.B. R.1.2 S.C32 E.23,24,25_1 R.19 E.38 S.$C39_2$ R.C*70_3	1.B. R.C*70 H.22,C23 M.C*86,C*87, C*88 E.38_1 S.$C41_2$	1.B. Will It Dissolve? The teacher and children will gather small amounts of grainy or powdered material (salt, sugar, cornmeal, sand, flour, cinnamon, jello) and egg cartons. The teacher will help the children devise an operational definition of dissolve: We no longer see or feel grains of material when it is mixed in water. The water is clear/relatively clear. The teacher will help the children work in small groups. Each group will pour water into 6 cups of an egg carton. They will use a small amount (1/2 ml, 1/4 t.) of dry ingredient in the other 6 cups. They will make a "map" of where each ingredient is (draw a picture of the egg carton and label where each ingredient is placed). They will then use a spoon to add and stir the ingredients into water. They can label results--dissolved or didn't dissolve--on their "maps." The teacher can lead a concluding discussion where groups compare results and name other substances that may or may not dissolve in water.	1.B. Egg cartons Small amounts of dry ingredients Pencils Paper Spoons  Janie salt sugar cornmeal sand cinnamon jello	1.B. O C PA
		1.C. R.C*70_3	1.C. E.C*144,250 H.22,C23 R.C*70_1	1.C. Best Sound Travel. The teacher will show a "telephone" made with styrofoam cups and a 3-4 meter piece of yarn to connect the cups. The teacher will invite several pairs of children to talk and listen through the "telephone." The teacher will ask the children to bring other materials (cup-like containers and "wires" of various materials). The teacher will organize the children into groups to make and test out different combina-	1.C. Styrofoam cups Yarn Toothpicks 	1.C. O C PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				tions of "cups" and "wires" to see which conducts sound the best. The teacher will lead a discussion to help the class make some conclusions.		
		1.D. R.1,2,62 S.C32$_1$ R.19$_2$	1.D. PE.C192, C196$_1$	1.D. Which Objects Conduct Electricity? The teacher will show the children a simple circuit as shown. The teacher will ask what might happen if the wire was cut, then perform the demonstration. The teacher can invite a child to touch the ends of the cut wires again and see what happens. The teacher will then hook the ends of the cut wires to 2 small nails in a board. The teacher can show how to place a piece of material firmly across the nail heads and see if the bulb lights. If the bulb lights, the material is a conductor of electricity. If not, the material is a nonconductor or insulator. The teacher can help groups of children make a nail board and test materials to see if they conduct electricity or not. The teacher can lead a discussion of results. At both the beginning and end of this activity, the teacher will caution the children that while working with small batteries/dry cells is perfectly safe, they must not experiment with larger batteries or electric current from household sources such as electrical outlets.	1.D. 1.5 or 6 volt battery Cooper wire Small board scraps Small nails Variety of small objects (several of metal)	
		1.E. S.C23 R.1,2$_1$ R.C*70$_3$	1.E. S.C20 R.C*70$_1$	1.E. Dry or Damp Surfaces. The teacher will obtain several earthworms, slugs, or land snails. The teacher will show small groups of children how to handle the creatures gently and observe their body characteristics and movements. The children may use hand lenses to conduct some observations. The teacher will ask the children to predict whether the creatures will move more readily on damp or dry surfaces. The children can "try" the creatures on damp versus dry paper towels or rags. The teacher will lead a concluding discussion.	1.E. Earthworms, snails or slugs Paper towels	1.E. O C PA


will the creature move better on damp or dry surfac ? ? ?

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		1.F. M.29 R.1,2,3,4$_1$ R.C*70$_3$	1.F. H.22,C23 R.C*70$_1$ S.C46$_3$	1.F. Float or Sink? The teacher will ask the children to gather a variety of small objects and several clear plastic soft drink containers. The teacher will cut off the drink containers to make simple bowl-like containers. The teacher will organize small groups of children to predict whether objects will float or sink in water, test out the objects in their containers of water, and record their results. The children may find that some objects may float in one position, but sink in others (jar lids, small bottles). The teacher will lead a concluding discussion of the results.  	1.F. Small objects Clear plastic soft drink bottles Paper Pencils	1.F. O C PA
2. Using Special Science Tools	2. The children will manipulate science tools such as lenses, microscopes, telescopes, or measuring devices.	2.A. MA.87 S.32 E.23,24,25$_1$ E.35,36,37,38,39,*149$_2$ E.*67$_3$	2.A. Readiness for measurement of volume and mass MA.88 S.35 E.37,38,39,*67,82,*149,352$_1$ E.62$_2$ E.42,43,44,45,46,47$_3$	2.A. The teacher will lead a group of children to observe several small objects and their hands with the eyes and with a hand lens. The teacher will show the children how to hold the lens by its handle or the edge and move it slowly toward the object until it is in focus. The teacher will help the children compare what they see with their eyes and with the lenses. Some objects to examine could include grains of salt or sand, feathers, scraps of cloth, or hairs pulled from the heads or eyebrows of volunteers. Light colored objects may be laid on dark paper for examination; dark colored objects may be displayed on white paper. Children should examine their hands including fingernails, hairs, veins, and lines. The teacher should encourage the children to draw what they saw with the lenses and help to write a group composition about the experience. 	2.A. Small objects Hand lenses Paper Markers or pencils	2.A. O C PA
		2.B. S.C32$_1$	2.B. E.250$_1$	2.B. The teacher will obtain a simple microscope and help children examine small, flat objects with it. Grains of salt or sugar, hairs, translucent leaves or blades of grass, or slides swabbed with salt water or sugar water are appropriate objects to examine. The teacher should show the children how to leave the microscope on a table or counter (don't lift it or move it around), then adjust the focus (probably just a tiny bit). The teacher will encourage children to describe and try to draw what they see.	2.B. Simple microscope Paper Pencils or markers	2.B. O C PA

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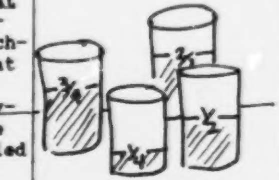
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		2.C. E.35,36,37, 38,39,*149_2 E.*67_3	2.C. S.C35 E.37,38,39, 82,83,*149, 352_1 E.62_2 E.42,43,44, 45,46,47_3	2.C. The teacher will obtain a simple telescope or binoculars and help a small group of children take turns using the device to look at far-away objects. The teacher will help the children discuss uses of the device--explorers, hunters, astronomers, use telescopes or binoculars, as do people with special camera lenses and people at performances (concerts, plays, operas, sports events). The teacher will help the children describe and compare what they can see with or without the telescope or binoculars. The group could draw what they see or write a group composition about the experience.	2.C. Simple telescope or binoculars	2.C. O C PA
		2.D. E.23,24,25 R.115_1	2.D. M.C*86,C*87, C*88 PE.C192,C196 R.115_1	2.D. The teacher will help the children fill plastic containers to different levels. The levels could be marked on plastic glasses with the fractions 1/4, 1/2, 3/4 or 1/3 and 2/3 written on with permanent markers. The levels could also be marked with rubber bands placed on the glasses. The children could also use standard measuring cups. The teacher will show the children how to place the glass on a level surface, pour water in, and check the level at eye level. The children will take turns filling the glasses to various levels. The teacher will encourage the children to discuss what they are doing, to use fraction names in a natural context, and to compare the water levels (1/2 > 1/4; 1/2 < 2/3, for example). The children can draw pictures of containers filled to various levels.	2.D. Clear plastic glasses or cups Pitcher of water Paper Pencil 	2.D. O C PA
		2.E. S.C38 E.3,4_1 M.C*144_2	2.E. S.C36 E.38 M.C*144,241_1	2.E. The teacher will provide small objects for the children to measure to the nearest centimeter. The teacher will show the children how to find the zero point on their rulers. (It may or may not be at the left end of the ruler.) This zero mark should be placed at one end of the object. The children should read the length of the objects to the nearest centimeter. Each child should cut strips of cm grid paper to represent the length of the objects. Each strip should be labeled with the name of the object and its length. Each child should cut 5-6 strips, then glue these onto paper to make a real-sized graph to show the lengths of objects. Children should entitle their graphs	2.E. Centimeter rulers Small objects Centimeter grid paper	2.E. O C PA

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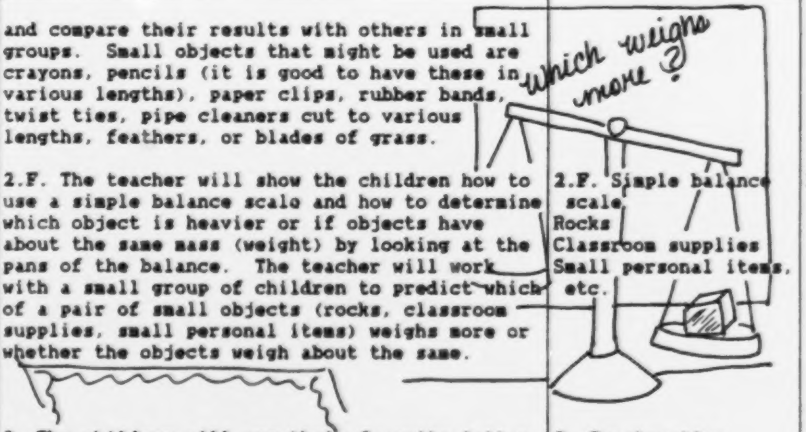
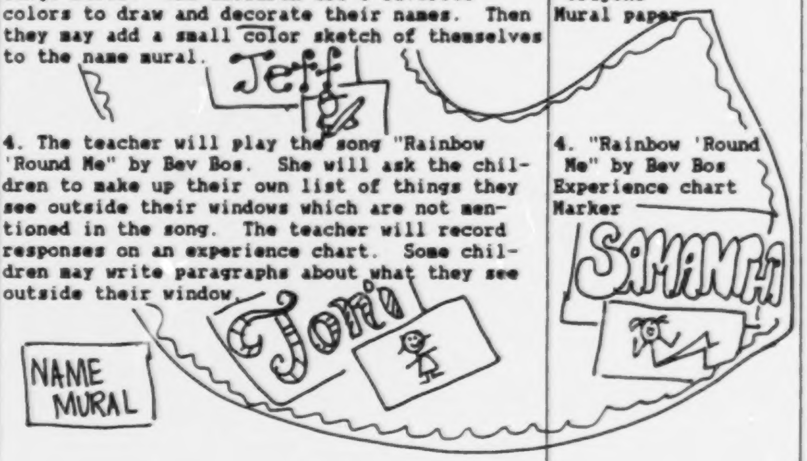
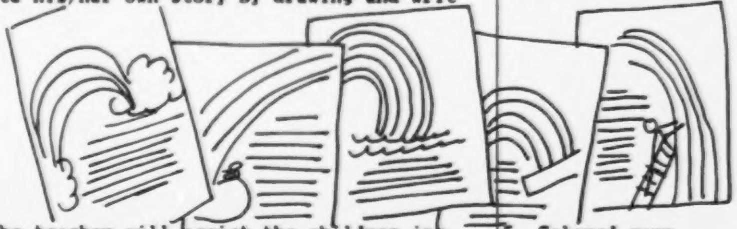
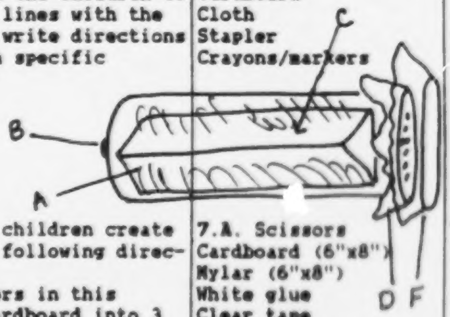
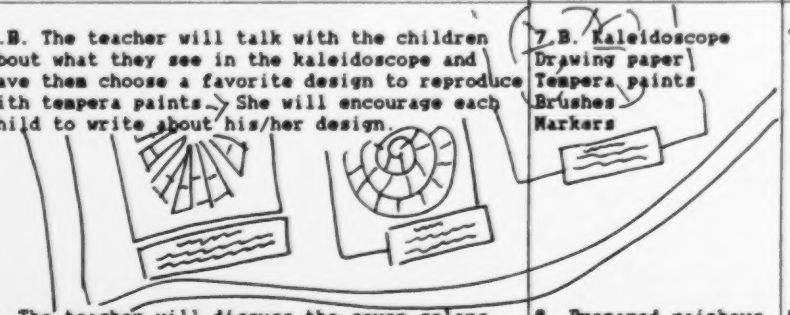
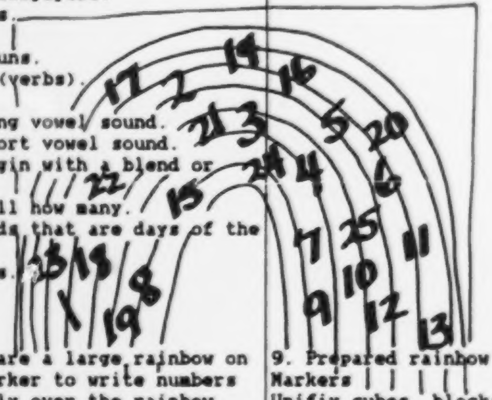
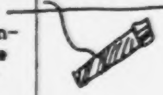
				and compare their results with others in small groups. Small objects that might be used are crayons, pencils (it is good to have these in various lengths), paper clips, rubber bands, twist ties, pipe cleaners cut to various lengths, feathers, or blades of grass.		
		2.F. S.C32$_1$ R.C*70$_3$	2.F. R.C*70$_1$ S.C56$_3$	2.F. The teacher will show the children how to use a simple balance scalo and how to determine which object is heavier or if objects have about the same mass (weight) by looking at the pans of the balance. The teacher will work with a small group of children to predict which of a pair of small objects (rocks, classroom supplies, small personal items) weighs more or whether the objects weigh about the same.	2.F. Simple balance scale Rocks Classroom supplies Small personal items, etc.	2.F. O
Emphasis: Light/Color						
3. Rainbow Names	3. The children will create colorful signs using a variety of techniques and media.	3. E.1,23,24, 25,33,34,51 R.115$_1$ R.115$_2$ R.115$_3$	3. R.115$_1$ R.115 A.C3$_2$ R.115$_3$	3. The children will use their favorite lettering samples and print their names in plain, fancy, curved, looped, or other styles on a large mural. The children use 3 favorite colors to draw and decorate their names. Then they may add a small color sketch of themselves to the name mural.	3. Construction paper Felt tip markers or crayons Mural paper	3. PA PF WC
4. "Rainbow 'Round Me"	4. The children will listen to the song about rainbows and create their own words to the song.	4. R.3,4,5,6,10 E.33,34$_1$ E.35,36,37, 38,39,*149, *150$_2$ E.*67,*184, 280,*320, C346$_3$	4. E.37,38,39, *67,82, *149,*150, *184,344, C346,352$_1$ E.62,*271, 366,*368$_2$ E.42,43,44, 45,46,47, *319,*322, 324,326, *359$_3$	4. The teacher will play the song "Rainbow 'Round Me" by Bev Bos. She will ask the children to make up their own list of things they see outside their windows which are not mentioned in the song. The teacher will record responses on an experience chart. Some children may write paragraphs about what they see outside their window.	4. "Rainbow 'Round Me" by Bev Bos Experience chart Marker	4. L ECS


which weighs more?



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
5. Rainbow Books	5. The children will create a page for a class booklet about rainbows.	5. R.4 E.1$_1$ E.35,36,37, 38,39,*149$_2$ E.*67,*184, 280,*320, C346 A.C1$_3$	5. E.38,39,82, 83,*184$_1$ E.62,*271, 366,*368, 394$_2$ E.42,43,44, 45,46,47, *319,324, 326,*359$_3$	5. The teacher will talk with the children about rainbows and encourage each child to create his/her own story by drawing and writing. 	5. Drawing paper Crayons or markers	5. PA WC
6. Rainbow Stitchery	6. The children will stitch their own rainbow pictures.	6. E.1,2,3,5,6 R.115$_1$ M.C*144$_2$ R.C43,C*61, 115 A.C1 M.C*149, C*150$_3$	6. PE.196 R.115 M.C*144$_1$ R.115$_2$ R.115$_3$	6. The teacher will assist the children in constructing a cardboard frame and stapling in a piece of cloth. She will ask the children to draw a picture and stitch over lines with the colored yarn. The teacher may write directions for constructing the frame with specific measurements for the children.  	6. Colored yarn Large blunt needles Cardboard Cloth Stapler Crayons/markers	6. PA
7. Kaleidoscope	7.A. The children will construct kaleidoscopes.	7.A. E.3,4 M.C*144, C*217$_1$ M.C*144$_2$ A.C5$_3$	7.A. PE.C192,C196 R.C*61 M.C*141, C*217$_1$ A.6,C24$_2$ A.42$_3$	7.A. The teacher will have the children create kaleidoscopes according to the following directions: Mylar is used in place of mirrors in this kaleidoscope. Cut pieces of cardboard into 3 pieces, each 8 inches long by 2 inches wide (A). Cut 3 pieces of mylar the same size and glue each onto one side of each cardboard piece. Tape the three pieces together to form a triangle with the mylar on the inside (B). Punch a nail hole large enough to see through the bottom of the potato chip or tennis ball can (C). Remove plastic lid and insert mylar triangle. Fill in outer spaces with tissue (D). Cut up confetti and place in baggie (E). Seal bag with clear tape and place it over open end of tube, making sure confetti is over tube as shown (F). Cover end with plain white paper and tape tightly to can. Slowly turn the can as you look through the hole.	7.A. Scissors Cardboard (6"x8") Mylar (6"x8") White glue Clear tape Hammer and nail Potato chip or tennis ball can Tissue Confetti (different colors of construction paper cut up into small pieces) Sandwich baggie Sheet of white paper	7.A. PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	7.B. The children will create a design after viewing the kaleidoscope and write about their designs.	7.B. E.1,2 R,4,115 M.C35_1 E.35,36,37, 38,39,*149 R.115_2 E.*67 A.C1_3	7.B. R.115 A.C22 E.352_1 E.62 R.115_2 E.42,43,44, 45,46,47 A.42_3	7.B. The teacher will talk with the children about what they see in the kaleidoscope and have them choose a favorite design to reproduce with tempera paints. She will encourage each child to write about his/her design. 	7.B. Kaleidoscope Drawing paper Tempera paints Brushes Markers	7.B. PA
8. Sets of Rainbows	8. The children will make sets of 7.	8. R.1,2,C44 E.3,4,48_1 R.C44 E.52,262,263 M.C*21_2 R.C44 E.54,55,56, *69,*151, *255,*264, *281,341 M.C*22_3	8. R.C44,48,49, 50,52,52, C*57 E.54,55,56, *69,*70, *151,*255, *264,342 M.C7,C*22 H.22,C23_1 R.C44 E.*229,*281 M.C*21 H.34_2 R.C44_3	8. The teacher will discuss the seven colors that make up the spectrum of a rainbow. She will put the children into groups and assign one of the sets below to each group. Each group will have a rainbow-shaped poster on which to paste their answers. Words can be cut from old magazines and newspapers. 1. Find 7 singular nouns. 2. Find 7 plural nouns. 3. Find 7 possessive nouns. 4. Find 7 action words (verbs). 5. Find 7 pronouns. 6. Find 7 words with long vowel sound. 7. Find 7 words with short vowel sound. 8. Find 7 words that begin with a blend or digraph. 9. Find 7 words that tell how many. 10. Find 7 different words that are days of the week. 11. Find 7 compound words.  17 2 14 16 21 3 5 20 22 24 4 6 15 7 25 11 23 18 8 10 1 19 9 12 13	8. Prepared rainbows Pencils Old magazines and newspapers Scissors Paste	8. PA
9. Odd and Even	9. The children will identify odd and even numbers.	9. M.C*3,31_1 M.24_3	9. M.C24 H.22,C23_1 M.33_2	9. The teacher will prepare a large rainbow on a chart using a black marker to write numbers between 1 and 100 randomly over the rainbow. The teacher will discuss how the rainbow is made up of seven colors and that seven is an odd number. She will tell the children they are to cross out the even numbers on the rainbow, leaving only odd numbers. She will have unifix cubes, blocks, or other manipulatives for children to verify their answers.	9. Prepared rainbow Markers Unifix cubes, blocks, or other manipulatives 	9. PA

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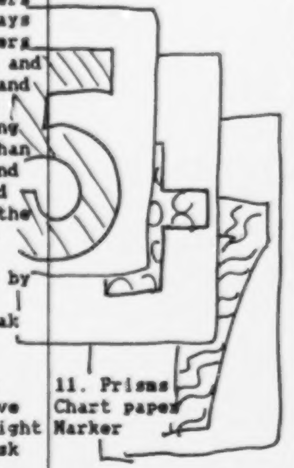
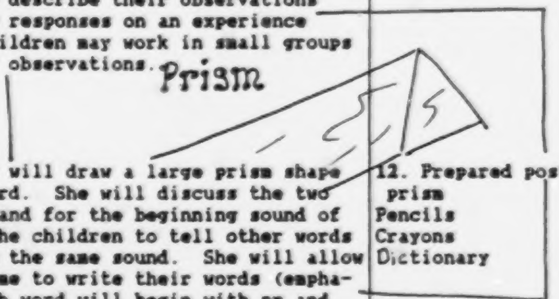
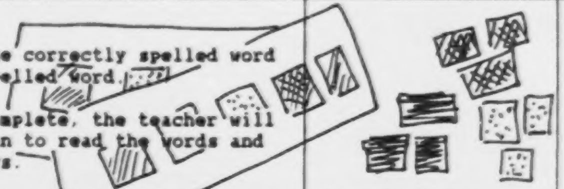
10. Rainbow Number Race	10. The children will use numbers they have decorated to complete number sentences.	10. M.C*55,C56$_1$ M.61$_2$ M.1$_3$	10. M.C*21,C*55, C56,61 H.22 A.C22$_1$ H.34$_2$	10. The teacher will give each child a sheet of paper and assign each one a number 1-19. The children will draw their assigned numbers in large block form and decorate with rainbow colors. One child will make a plus sign and another will make an equal sign rather than a number. The teacher will call out two numbers (ex. 5 and 9). The largest number will always be the sum. All the children with the numbers called should come to the front of the room and stand in correct position between the plus and the equal signs. The children will see how quickly they can get someone with the missing addend in the correct position. (If more than one child reaches the position, one may stand in position, while the other child reads and checks.) The teacher will give a point to the children for each correct answer. When the children get a certain number of points (ex. 15), they will be rewarded in some way by the teacher. The teacher could time this activity and the children could try to "break their record" each time.	10. White drawing paper (6 x 8) Red, orange, yellow, green, blue, indigo, violet crayons Pencils	10. PA O
11. Prisms	11. The children will observe and describe the effects of sunlight passing through a prism.	11. R.4 E.340,341$_1$ E.35,36,37, 38,39,*149$_2$ E.*67,320$_3$	11. E.*271,*320$_2$ E.42,43,44, 45,46,47, *319,323, 324$_3$	11. The teacher will provide prisms for the children to experiment with. After they have had a chance to observe the effects of sunlight passing through a prism, the teacher will ask the children to describe their observations while she lists responses on an experience chart. Some children may work in small groups and write their observations.	11. Prisms Chart paper Marker	11. O ECS
12. Prism Words	12. The children will write words that begin the same as prism and illustrate them.	12. R.C44 E.37,38,39, 48$_1$ R.40,C44,86 E.34,36,37, 38$_2$	12. R.C44,48 E.C33,C34, 55,77,82, 250$_1$ R.C*39,C44, 86,C*87,88, C*90$_2$	12. The teacher will draw a large prism shape on poster board. She will discuss the two letters that stand for the beginning sound of prism and ask the children to tell other words that begin with the same sound. She will allow the children time to write their words (emphasizing that each word will begin with pr and they will use invented spellings to complete the word) and illustrate each on the cutout prism. Some chldren may check their words in a	12. Prepared poster prism Pencils Crayons Dictionary	12. PA







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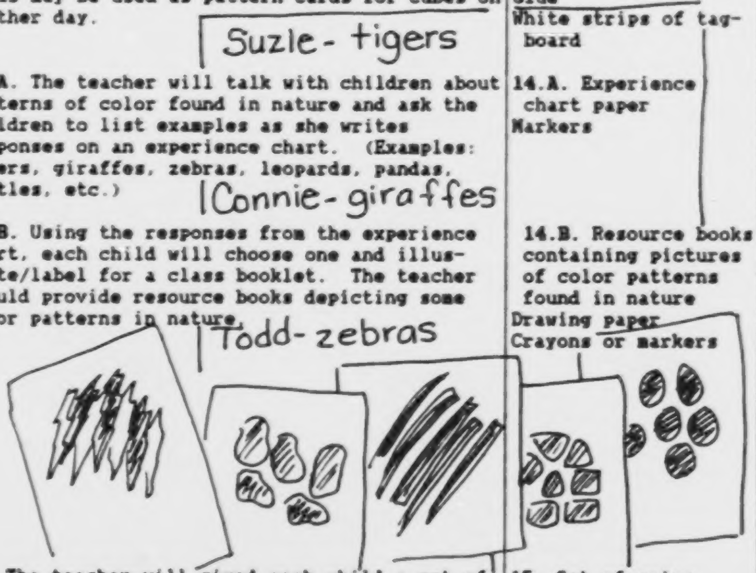
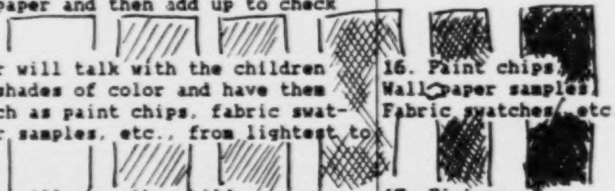
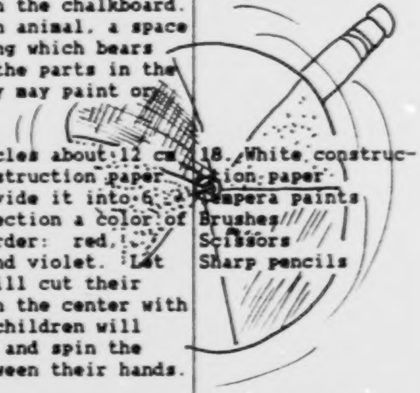
		R.C43,C44, 48,C*87 E.55_3	R.C44,C*89, C*91 E.42,43,45, 46,47,76_3	dictionary and add the correctly spelled word under the invented spelled word. After the prism is complete, the teacher will encourage the children to read the words and discuss their meanings.		
13. Color Patterns	13. The children will create patterns of color using interlocking cubes.	13. E.4 M.C35 R.29_1	13. A.$C24_2$	13. The children will experiment with various color combinations using interlocking cubes. They may choose their favorite pattern and reproduce it using corresponding colors of construction paper squares glued to paper. These cards may be used as pattern cards for cubes on another day.	13. Colored interlocking cubes Small squares (1"x1") of colored construction paper Glue White strips of tagboard	13. O PA MC
14. Color Patterns in Nature	14.A. The children will identify things in nature that contain color patterns.	14.A. S.C32 R.1,2,3,4_1	14.A. A.$C24_2$	14.A. The teacher will talk with children about patterns of color found in nature and ask the children to list examples as she writes responses on an experience chart. (Examples: tigers, giraffes, zebras, leopards, pandas, turtles, etc.)	14.A. Experience chart paper Markers	14.A. L ECS
	14.B. The children will recreate color patterns found in nature by drawing and labeling.	14.B. R.29,115 E.1,2,32,38 M.$C35_1$ R.114,115 E.35,36,37, 38_2 R.114,115 A.$C1_3$	14.B. R.115_1 R.114,115 A.$C24_2$ R.*92,114, 115 E.42,43,45, 46,47,76, 408 A.$C42_3$	14.B. Using the responses from the experience chart, each child will choose one and illustrate/label for a class booklet. The teacher should provide resource books depicting some color patterns in nature.	14.B. Resource books containing pictures of color patterns found in nature Drawing paper Crayons or markers	14.B. PA MC
15. Coin Patterns	15. The children will make coin patterns using a penny, nickel, dime, and quarter.	15. M.C134,137_1 M.$C140_2$ M.C*145_3	15. M.137,$C140_1$ M.C*145, C*162_2	15. The teacher will gived each child a set of coins and a piece of onion skin typing paper. Using a soft lead pencil, each child will make rubbings of pennies, nickels, dimes, and quarters, forming any desired pattern. Each child will read his completed pattern, naming the coins, and then exchange with a friend and read a new pattern.	15. Set of coins consisting of a penny, nickel, dime, and quarter for each child Soft lead pencils Onion skin typing paper	15. PA P

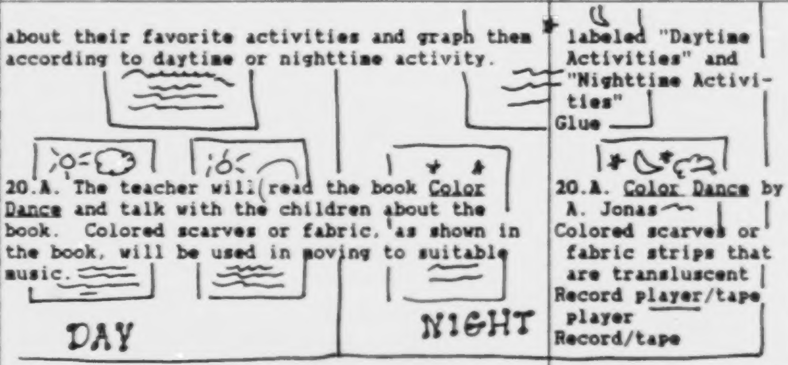


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				The teacher will ask such questions as: What is the value of your pennies? What is the value of your nickels? What is the value of your dimes? Some children may estimate how much is represented on the paper and then add up to check their answers.		
16. Seriation colors	16. The children will seriate various colored items from lightest to darkest.	16. M.C35 E.13$_1$		16. The teacher will talk with the children about various shades of color and have them order items such as paint chips, fabric swatches, wallpaper samples, etc., from lightest to darkest.	16. Paint chips, Wallpaper samples, Fabric swatches, etc.	16. PA
17. ROY G. BIV	17. The children will learn to interpret and use a color chart.	17. E.1,23,24,25 R.115$_1$ E.9 R.115$_2$ A.C1 R.115$_3$	17. R.115$_1$ R.115 A.C24$_2$ R.115$_3$	17. The teacher will show the children a picture of a rainbow and help them to examine the order of the colors (Red, Orange, Yellow, Green, Blue, Indigo and Violet. The teacher will explain to the children that the letters of a man's name, ROY G. BIV, represent each color on both a rainbow and a color chart. Write the letters vertically on the chalkboard. The children may draw a man, an animal, a space creature, a plant, or a building which bears the name Roy G. Biv and color the parts in the order of the color chart. They may paint or color the corresponding parts.	17. Picture of a rainbow (chart or chalkboard) Drawing paper Tempera paints and brushes or markers or crayons	17. PA
18. Disappearing Colors	18. The children will observe moving colors blend to look like one color.	18. E.2,27 M.C35,C*217$_1$ E.9 M.C*144$_2$ M.C*149$_3$	18. M.C*144, C*217$_1$ M.C*149$_2$	18. The children will draw circles about 12 cm across on a piece of white construction paper and draw lines across it to divide it into 6 parts. They will paint each section a color of the rainbow in the following order: red, orange, yellow, green, blue, and violet. Let the paint dry. The children will cut their circles out and punch a hole in the center with the tip of the scissors. The children will push a pencil through the hole and spin the disk by rolling the pencil between their hands.	18. White construction paper Tempera paints Brushes Scissors Sharp pencils	18. O
19. Days and Nights	19. The children will draw their favorite day and night activities and graph.	19. SS.13 E.23,24,25 M.239$_1$ E.35,36,37, 38,39,*149$_2$	19. E.37,38,39, 352 M.C*250$_1$ E.62,*271, *320$_2$	19. The teacher will provide various pictures of people for the children to use discussing various activities appearing in the pictures. The teacher will encourage the children to explain how they know the pictures show night and day activities and why some activities are done in the day and others at night. The teacher will ask the children to draw and write	19. Pictures of people involved in daytime and nighttime activities Drawing paper Markers or crayons Posterboard divided into 2 sections	19. O





Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.*67,*184, *320 A.C1$_3$	E.42,43,44,45,46,47,*257,*259,292,*319,323,324,326$_3$	about their favorite activities and graph them according to daytime or nighttime activity.	labeled "Daytime Activities" and "Nighttime Activities" Glue	
20. Color Dance	20.A. The children will listen to the story Color Dance.	20.A. R.3.4.114$_1$	20.A. R.C*64,C*66,114 PE.C242,C243$_1$	20.A. The teacher will read the book Color Dance and talk with the children about the book. Colored scarves or fabric, as shown in the book, will be used in moving to suitable music.	20.A. Color Dance by A. Jonas Colored scarves or fabric strips that are translucent Record player/tape player Record/tape	20.A. O L RC
	20.B. The children will observe how primary colors can be blended to create new colors.	20.B. R.1.2$_1$ E.299$_2$	20.B. PE.C242,C243 A.C22$_1$	20.B. The teacher will distribute plastic colored pieces (colored acetate or cellophane) to the class (primary colors--red, yellow, blue). The teacher will select appropriate music and tell the children when the music starts that they may move or dance around the room. When the music stops, the children must stop and stand facing the person closest to them. When each child has a partner, have them put their "color makers" together and ask: "What color have you made?"	20.B. Colored plastic or acetate pieces Music of choice	20.B. O
	20.C. The children will use the appropriate color word to describe the new color they have made.	20.C. R.1.2.4$_1$	20.C. A.C22$_1$	20.C. The teacher will conclude the game by using a large piece of paper and crayons to write down the children's color combinations.	20.C. Large piece of paper Crayons	20.C. ECS
21. Little Blue, Little Yellow	21. The children will listen to the story.	21. R.62,114$_1$ R.114$_2$ E.C*63,C*64,C*66 R.114$_3$	21. R.C*63,C*64,C*66,C*81,114$_1$ E.C*65,C*67,C*82,C*83,R.114$_2$ R.114$_3$	21. The teacher will read the book Little Blue, Little Yellow by L. Lionni and talk with the children about it.	21. Little Blue, Little Yellow by L. Lionni	21. L RC



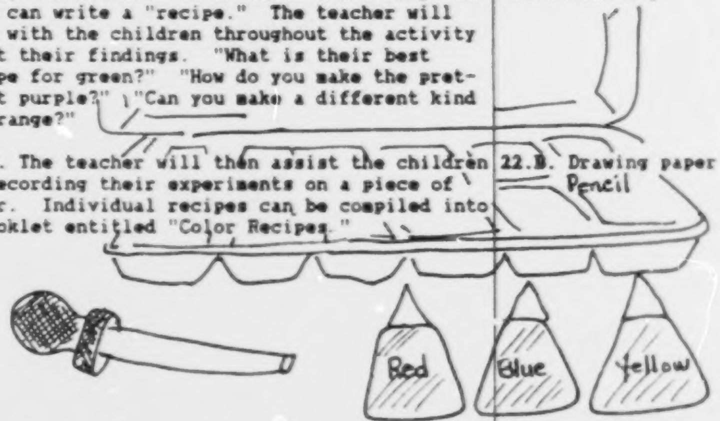
yellow + blue = green

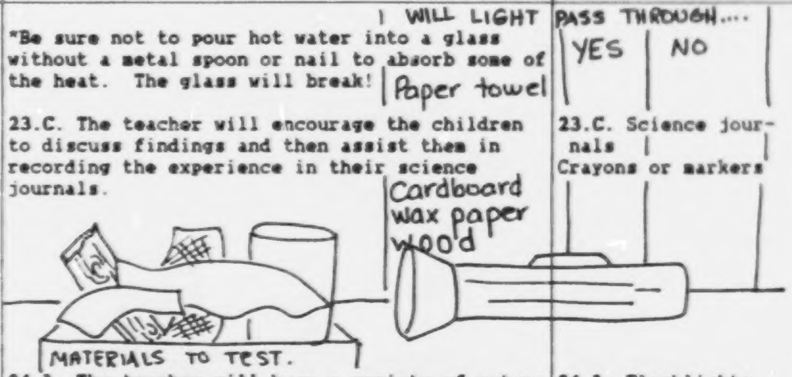
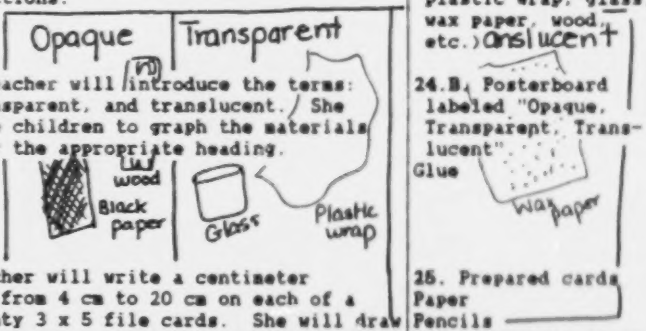
Red + blue = purple

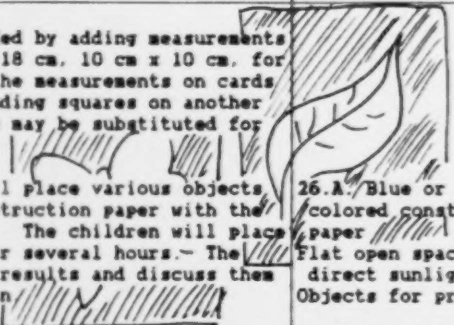
Yellow + red = Orange

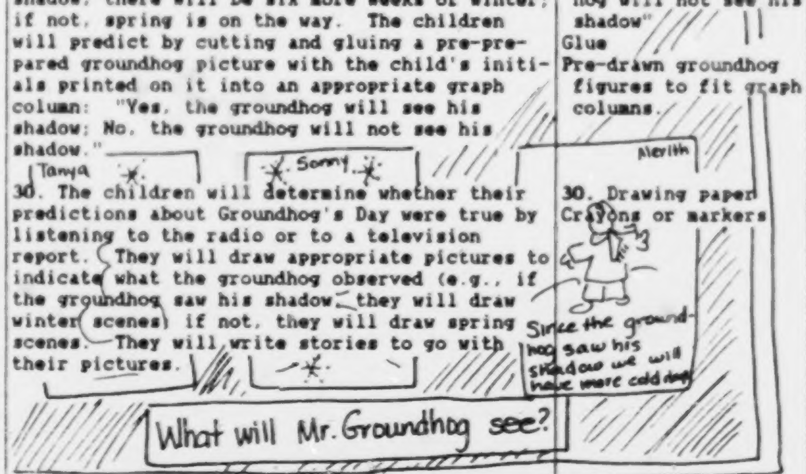
COLOR COMBINATIONS

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
22. Color Recipes	22.A. The children will blend the primary colors to create new colors.	22.A. R.4$_1$ E.299$_2$ R.C*70$_3$	22.A. A.C22 R.C*70 E.38,39, *184,352, 357$_1$ S.C41 R.C*70$_2$	22.A. The teacher will: give each child an egg carton filled with water or provide pitchers so they can fill the cartons themselves. Ask the children to use the food coloring to make one compartment red, one yellow, and one blue. The remaining nine should contain clear water. The teacher will next give each child an eye dropper and encourage the creation of more colors, asking the children to remember their steps so they can write a "recipe." The teacher will talk with the children throughout the activity about their findings. "What is their best recipe for green?" "How do you make the prettiest purple?" "Can you make a different kind of orange?"	22.A. White styrofoam egg cartons with tops removed Eye droppers of any kind (from vitamin bottles, etc.) Water Red, yellow, and blue food coloring	22.A. O
	22.B. The children will record their "recipes" for creating new colors.	22.B. R.3,4,114 E.33,34$_1$ E.35,36,37, 38,39,*149$_2$ E.*67,*184, 344$_3$	22.B. R.114 E.37,38,39, *67,81,83, *149,*184, 344$_1$ E.62$_2$ E.42,43,44, 45,45,47$_3$	22.B. The teacher will then assist the children in recording their experiments on a piece of paper. Individual recipes can be compiled into a booklet entitled "Color Recipes."	22.B. Drawing paper Pencil	22.B. PA WC
23. Food Coloring and Water	23.A. The children will predict what will happen when food coloring is added to hot/cold water.	23.A. R.3,4 S.C32$_1$ R.C*70$_3$	23.A. R.C*70$_1$ R.C*70$_2$ S.C46$_3$	23.A. The teacher will ask the children to predict what they think will happen when food coloring is added to hot/cold water. The teacher will record responses on chart paper.	23.A. Chart paper Marker	23.A. L
	23.B. The children will observe what happens when food coloring is added to hot/cold water.	23.B. OC.46$_1$	23.B. S.C41$_2$	23.B. The teacher will assist the children in performing the following experiments: Adding hot food coloring to cold water; adding cold food coloring to warm water. The teacher will ask the children to observe the drops of food coloring as they fall to the bottom of a tall glass filled with water. The teacher will ask: "Do they fall differently in warm water and in cold water?" "What happens when you mix colors?"	23.B. Tall glasses Food coloring Metal spoon or nail	23.B. O

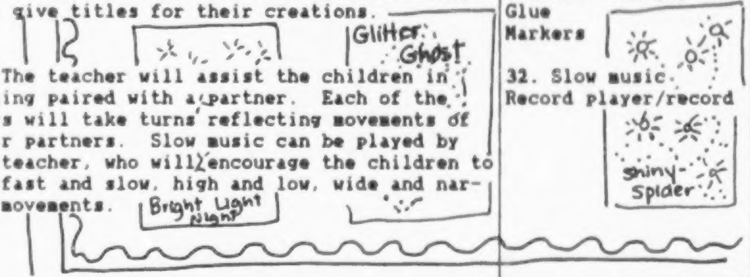


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				"Be sure not to pour hot water into a glass without a metal spoon or nail to absorb some of the heat. The glass will break!		
	23.C. The children will record findings by writing/drawing in their science journals.	23.C. R.4_1 E.35,36,37, 38,39,"149_2 E."67,"184, 344_3	23.C. E.38,39,82, 83,"184_1 E.62_2 E.42,43,44, 45,46,47 S.$C46_3$	23.C. The teacher will encourage the children to discuss findings and then assist them in recording the experience in their science journals.  WILL LIGHT PASS THROUGH.... YES NO Paper towel Cardboard wax paper wood MATERIALS TO TEST.	23.C. Science journals Crayons or markers	23.C. SJ WC
24. Opaque, Transparent, Translucent	24.A. The children will predict whether or not light will pass through various materials and then test their predictions.	24.A. R.3,4_1 R.C"70_3	24.A. R.C"70_1 R.C"70_2	24.A. The teacher will have a variety of materials for the children to explore and predict whether or not light will pass through the materials. The teacher will provide flashlights for the children so that they may test their predictions.	24.A. Flashlights Various materials for testing (e.g., paper towel, cardboard, foil, black paper, plastic wrap, glass, wax paper, wood, etc.)	24.A. O
	24.B. The children will graph materials tested under the appropriate headings: "Opaque, Transparent, Translucent."	24.B. M.239 R.1,2_1 R.19,$C44_2$ R.$C44_3$	24.B. M.C"250_1 R.$C44_2$ R.C44 S.$C46_3$	24.B. The teacher will introduce the terms: opaque, transparent, and translucent. She will ask the children to graph the materials tested under the appropriate heading.  Opaque Transparent anslucent wood Black paper Glass Plastic wrap Wax paper	24.B. Posterboard labeled "Opaque, Transparent, Translucent" Glue	24.B. PA
25. Guess a Metric	25. The children will predict and measure length in centimeters.	25. M.C"3_1 R.C"70,C"72 M.C"149, C"150_3	25. R.C"70 M.C"144_1 M.C"150_2	25. The teacher will write a centimeter measurement from 4 cm to 20 cm on each of a deck of twenty 3 x 5 file cards. She will draw and label lines on a piece of transparent plastic to correspond exactly with the measurements that are given on the cards. Each child will be given paper, a pencil, and a blank straight edge. They will select a card and then try to draw a line the indicated length without the help of a centimeter ruler. The children can check their hand-drawn line segments for accuracy by placing the transparency over them.	25. Prepared cards Paper Pencils Blank straight edges Prepared transparent plastic	25. O MC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				The game can be expanded by adding measurements for squares--18 cm x 18 cm, 10 cm x 10 cm, for example. Just write the measurements on cards and draw the corresponding squares on another transparency. (Inches may be substituted for centimeters.)		
26. Sunny-Side Up	26.A. The children will observe the effect of sun as a bleaching agent.	26.A. S.C32,C65 R.3.4$_1$	26.A. S.C41,C43$_2$	 26.A. The children will place various objects on blue or purple construction paper with the flattest surface down. The children will place these in direct sun for several hours. The children will observe results and discuss them under teacher direction.	26.A. Blue or purple colored construction paper Flat open space in direct sunlight Objects for printing	26.A. O
	26.B. The children will match items to their shapes.	26.B. S.C32 E.18,19$_1$		26.B. Using the paper from above, the teacher will have the children match objects to their outlines.	26.B. Completed objects from above.	26.B. C
27. Shadow Clock	27. The children will make a shadow clock.	27. S.C65 E.20,21,22$_1$ S.37$_3$	27. S.C43$_2$	27. The teacher will have a child stand on the sidewalk on a sunny morning. A friend will draw around that person's shoes and shadow with chalk and will write down the time above the shadow. Every two hours the process should be repeated with the child standing in the same spot and having the shadow drawn again. The teacher or a child will write down the time above each shadow print. At the end of the day the children will observe that the position and shape of the shadows have changed because the position of the sun changed during the day.	27. Sunny Day Chalk	27. O
28. Shadow	28.A. The children will create shadow puppets and observe shadows cast on a screen.	28.A. E.1,3,4$_1$	28.A. S.C35$_1$	28.A. The children will make shadow puppets by cutting figures out of construction paper and taping them to sticks. The teacher will hang a sheet across the doorway as a screen. The children will take turns holding their puppets behind the screen while one person shines a bright flashlight on them to cast shadows on the screen. Have the person holding the flashlight experiment by holding the flashlight nearer to the objects and then farther away to see what happens.	28.A. Construction paper Scissors Sticks Sheet Flashlights	28.A. O
	28.B. The children will create dialogue for a play to go along with puppet figures.	28.B. R.8$_1$		28.B. Using the shadow puppets, encourage the children to create spontaneous drama.	28.B. Same as above.	28.B. O

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
29. Groundhog Day (Predictions)	29. The children will predict whether the groundhog will see his shadow on February 2.	29. R.3,4 M.239$_1$	29. E.*156 M.C*250$_1$	29. The teacher will talk with the children about Groundhog's Day. She will ask the children: "What is supposed to happen according to legend if the groundhog sees his shadow?" According to legend, if the groundhog sees his shadow, there will be six more weeks of winter; if not, spring is on the way. The children will predict by cutting and gluing a pre-prepared groundhog picture with the child's initials printed on it into an appropriate graph column: "Yes, the groundhog will see his shadow; No, the groundhog will not see his shadow."	29. Markers Posterboard labeled "Yes, the groundhog will see his shadow" and "No, the groundhog will not see his shadow" Glue Pre-drawn groundhog figures to fit graph columns.	29. O
30. Groundhog Day (Findings)	30. The children will draw pictures according to what the groundhog observed on February 2.	30. R.115 E.1,7,23,24,25,C33,34$_1$ R.115 E.35,36,37,38,39,*149$_2$ R.115 E.*67,344,C346$_3$	30. R.115 E.37,38,39,C68,82,83,344,C346$_1$ R.115 E.62$_2$ E.42,43,44,45,46,47 R.115$_3$	 Tanya Sonny Merith Since the groundhog saw his shadow we will have more cold days What will Mr. Groundhog see? 30. The children will determine whether their predictions about Groundhog's Day were true by listening to the radio or to a television report. They will draw appropriate pictures to indicate what the groundhog observed (e.g., if the groundhog saw his shadow, they will draw winter scenes; if not, they will draw spring scenes. They will write stories to go with their pictures.	30. Drawing paper Crayons or markers	30. O
31. Reflections	31.A. The children will describe places where they have seen their reflections.	31.A. R.4 E.340,341$_1$		31.A. The teacher will ask the students if they know what is meant by a reflection. She will ask them to name all the places where they have seen their reflections. She will chart their responses.	31.A. Chart paper Marker	31.A. L
	31.B. The children will use shiny things to observe the details of their reflections and will classify objects accordingly.	31.B. R.1,2 S.C32$_1$		31.B. The teacher will ask the children to collect shiny things from home and at school. They will look at their reflections in them and note the different distortions according to curvature of the object. The teacher will ask the children to classify the objects according to the reflections recreated. Groups of children will be given a group of objects to write about.	31.B. A variety of shiny items	31.B. O

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	31.C. The children will create a reflecting collage and entitle the piece.	31.C. E.3.4.32$_1$		31.C. The teacher will provide a variety of reflecting materials such as foil, glitter, gummed stars, sequins, etc., and let the children create a collage of the materials. They will give titles for their creations.	31.C. Foil, sequins, gummed stars, glitter Construction paper Glue Markers	31.C. PA PF WC
32. Mirror Movement	32. The children will act as mirrors to reflect the movement of a partner.	32. M.C35$_1$	32. PE.C192, C196, C242, C265$_1$	32. The teacher will assist the children in getting paired with a partner. Each of the pairs will take turns reflecting movements of their partners. Slow music can be played by the teacher, who will encourage the children to try fast and slow, high and low, wide and narrow movements.	32. Slow music Record player/record	32. O
Emphasis: Weather						
33. Introduction	33. The children will identify words associated with weather.	33. R.2$_1$	33. E.82,250$_1$	33. The teacher will introduce the concept of weather by asking the children to list words associated with weather while she records responses on chart paper.	33. Chart paper Marker	33. O L
34. Our World is Earth	34. The children will listen to a story about weather.	34. R.114$_1$	34. R.114$_1$	34. The teacher will read a story about weather such as Our World is Earth or any other book that will help the children to understand the weather.	34. Our World is Earth by S. Engdahl or other weather-related book	34. L RC
35. Weather Words	35.A. The children will be able to tell what they learned by listening to the story.		35.A. R.C*64, C*66, C*70, C*74, C*81$_1$	35.A. The teacher will discuss with the children what they learned by listening to the story.		35.A. O L RC
	35.B. The children will tell about their observations of weather.	35.B. R.3,4,10$_1$		35.B. The teacher will lead the children outside and have them feel the weather. She will ask them to identify things that tell about the weather (e.g., sky, sun, wind, etc.). The teacher will take the children back inside and talk about observations as she lists responses on chart paper.	35.B. Chart paper Marker	35.B. O L

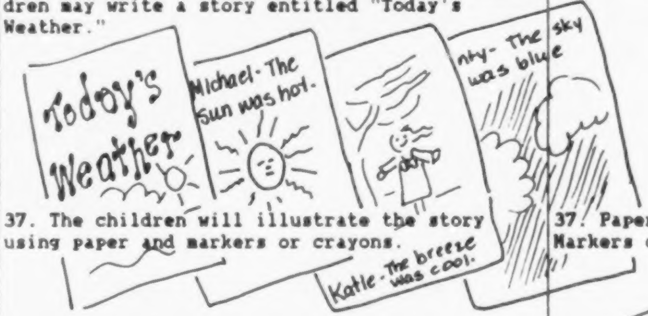


Today's Weather

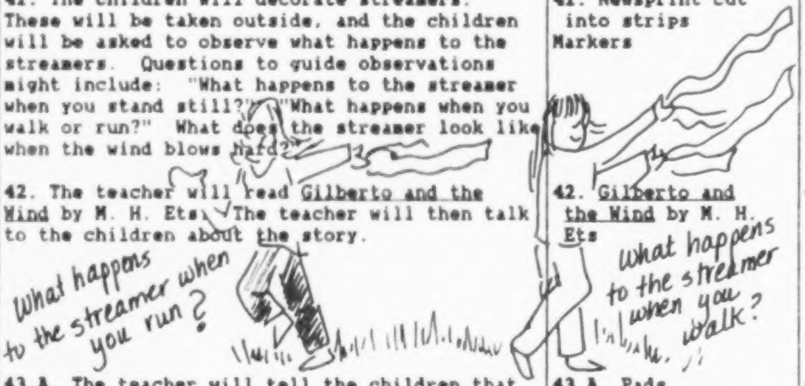
Michael- The sun was hot.

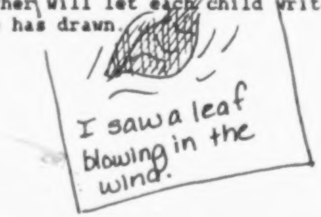
Katie- The breeze was cool.

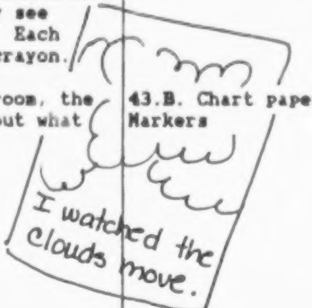
Monty- The sky was blue.

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
36. Story Dictation	36. The children will dictate a story using words that tell about weather.	36. R.3,9$_1$ E.35,36,37, 38,39,*149$_2$ E.*67,*184$_3$	36. E.37,38,39, *67,82, *149,334, 352$_1$ E.62$_2$ E.42,43,44, 45,46,47, 292,321$_3$	36. Using the responses of the children, the teacher will guide the class in dictating a story entitled "Today's Weather." Some children may write a story entitled "Today's Weather."  Today's Weather Michael - The Sun was hot. Katie - The breeze was cool. nty - The sky was blue	36. Chart paper Marker	
37. Story Illustrating	37. The children will illustrate the story.	37. E.1,23,24, 25$_1$ A.C1$_3$	37. A.C27,28,29$_1$	37. The children will illustrate the story using paper and markers or crayons.	37. Paper Markers or crayons	37. PA PF
38. Wind Questions	38. The children will respond to questions by using previous knowledge of wind.	38. R.3,4 E.340$_1$ E.299$_2$ E.279,*320$_3$	38. E.*319$_3$	38. The teacher will choose a day when s/he can see some evidence that the wind is blowing. Before going outside, the teacher will talk about the wind. The teacher will ask: "How do you know when the wind is blowing?" "Can you see the wind?" "Can you see what the wind does?" The children will look for signs of the wind while they are on the playground. How do you know the wind is blowing?		38. O L
39. Wind Observation	39. The children will observe evidence of the blowing wind.	39. R.3,4$_1$	39. S.C32$_1$	39. While the children are outside at play, the teacher will visit small groups and encourage observation. By listening to the children's comments and encouraging observations, the teacher can help the children see evidence of the wind blowing. The teacher might ask: "How do you know the wind is blowing?" Can you feel the wind?" "Can you feel the air when you run?"		39. O L
40. Sailing With the Wind	40. The children will listen to Sailing With the Wind.	40. R.10,114$_1$ R.114$_2$ R.114$_3$	40. R.C*64,C*66, C*70,C*74, C*81,114$_1$ R.114$_2$ R.114$_3$	40. Upon returning to the room, the teacher will read a story about the wind (e.g., Sailing With the Wind by T. Locker).	40. Sailing With the Wind by T. Locker	40. O L RC

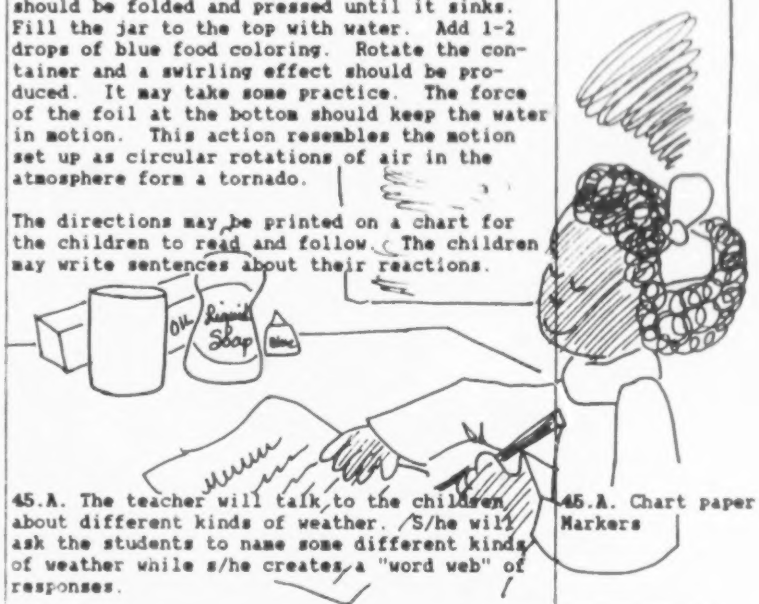
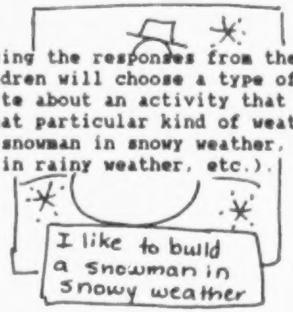
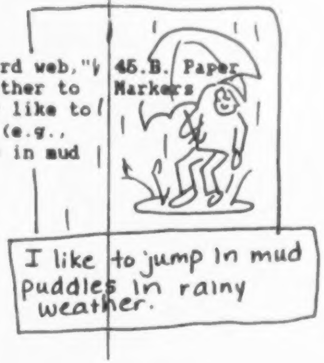
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
41. Streamers	41. The children will decorate streamers and use them to investigate the wind.	41. R.3,4$_1$		41. The children will decorate streamers. These will be taken outside, and the children will be asked to observe what happens to the streamers. Questions to guide observations might include: "What happens to the streamer when you stand still?" "What happens when you walk or run?" What does the streamer look like when the wind blows hard?"	41. Newsprint cut into strips Markers	41. O C
42. Gilberto and the Wind	42. The children will listen to the story.	42. R.10.114$_1$ R.114$_2$ R.114$_3$	42. R.C*64,C*66, C*70,C*74, C*81,114$_1$ R.114$_2$ R.114$_3$	42. The teacher will read Gilberto and the Wind by M. H. Ets. The teacher will then talk to the children about the story.	42. Gilberto and the Wind by M. H. Ets	42. PA RC
43. Wind Walk	43.A. The children will observe evidence of wind and record in pad.	43.A. E.1,23,14, 25,115$_1$ A.C1$_3$	43.A. R.115$_1$ S.C46$_3$	43.A. The teacher will tell the children that they are going to take a walk to learn more about the wind. The teacher will ask: "What are some things you might see the wind do?" "How will you remember what you see?" Tell them that you have a pad and crayons to help them remember. Whenever they see something they want to remember, they can draw a picture in their pads. For example, if they see a leaf moving, they can draw a leaf; if they see clouds moving, they can draw clouds. Each child will need a pad and choice of crayon.	43.A. Pads Crayons	43.A. PA
	43.B. The children will write about what they've drawn.	43.B. R,3,4,9 E.33,34$_1$ E.35,36,37, 38,39,*149$_2$ E.*67,*184$_3$	43.B. E.37,38,39, *67,82, *149,250, 344,C346$_1$ E.62$_2$ E.42,43,44, 45,46,47$_3$	43.B. When the class returns to the room, the teacher will let each child write about what s/he has drawn.	43.B. Chart paper Markers	43.B. ECS PF
44. Tornado	44. The children will make a tornado in a jar.		44. H.22 R.C*61$_1$ S.C41$_2$	44. The teacher will follow the following steps to make a tornado: Place a teaspoon of clear liquid soap in a plastic container. Drop 3-4 very small pieces of aluminum foil that has been rolled into balls into the jar. The foil	44. Plastic containers Aluminum foil Clear liquid soap Blue food coloring	44. O C


What happens to the streamer when you run?
What happens to the streamer when you walk?


I saw a leaf blowing in the wind.


I watched the clouds move.

Unit Title Investigations

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			S.C48$_3$	should be folded and pressed until it sinks. Fill the jar to the top with water. Add 1-2 drops of blue food coloring. Rotate the container and a swirling effect should be produced. It may take some practice. The force of the foil at the bottom should keep the water in motion. This action resembles the motion set up as circular rotations of air in the atmosphere form a tornado.		
		R.C44$_1$	R.C44,C*61, C*63 E.37,38,39, *67,82$_1$	The directions may be printed on a chart for the children to read and follow. The children may write sentences about their reactions.		
		R.C44 E.35,36,37, 38,39,*149$_2$	R.C44 E.62$_2$			
		R.43,C44, C*61,C*63, E.*67,*184$_3$	R.C44 E.42,43,44, 45,46,47$_3$			
45. Word Web	45.A. The children will identify words used to describe kinds of weather.	45.A. R.4$_1$	45.A.	45.A. The teacher will talk to the children about different kinds of weather. S/he will ask the students to name some different kinds of weather while s/he creates a "word web" of responses.	45.A. Chart paper Markers	45.A. ECS RC
			E.291$_2$			
		E.289,*291, 292$_3$				
	45.B. The children will draw/write about an activity they like to do in a certain kind of weather.	45.B. R.C*42,C44$_1$	45.B. R.C*42,C44 E.37,38,39, *184,352$_1$	45.B. Using the responses from the "word web," the children will choose a type of weather to draw/write about an activity that they like to do in that particular kind of weather (e.g., build a snowman in snowy weather, jump in mud puddles in rainy weather, etc.).	45.B. Paper Markers	45.B. O PF WC
		E.35,36,37, 38,39,*149$_2$	E.62,*150, *228,*271, *291,*320, 394$_2$	 I like to build a snowman in snowy weather		
		E.*67,*184, 280,288, *291,344$_3$	E.42,43,44, 45,46,47, 267,292$_3$	 I like to jump in mud puddles in rainy weather.		

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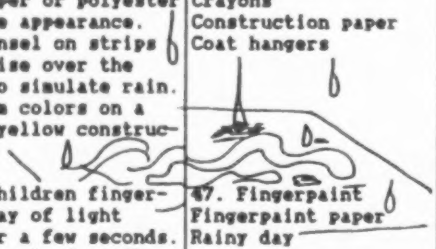
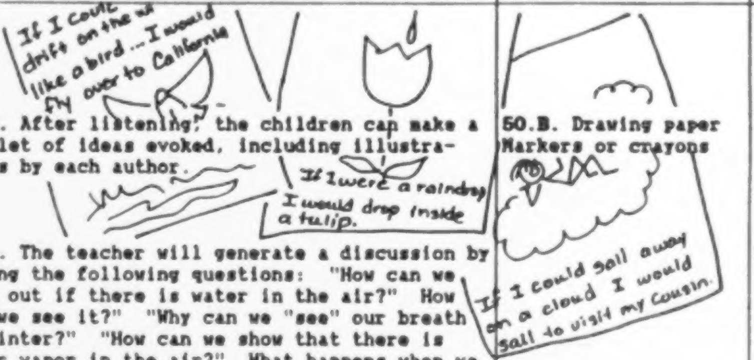
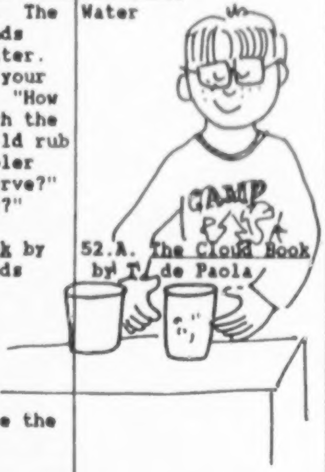
Unit Title Investigations

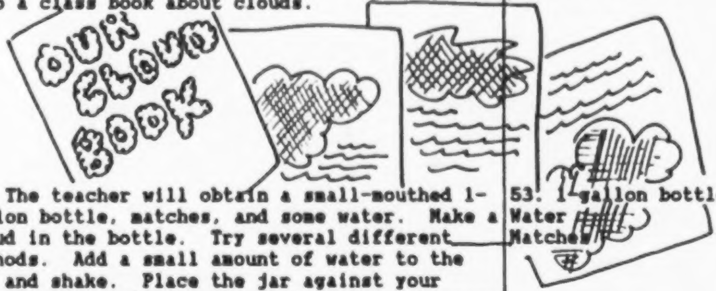
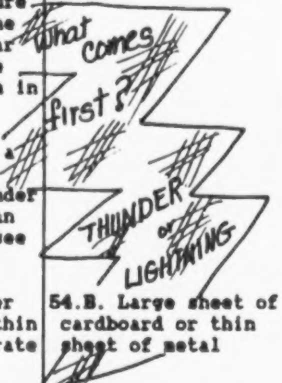
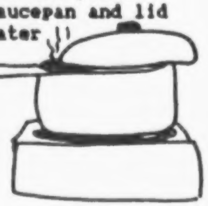
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
46. Weather Mobile	46. The children will create weather symbols.	46. E.1,2,3,4, 18_1 A.$C5_3$	46. A.6_2 A.42_3	46. The teacher will have the children create weather symbols to hang in the classroom according to these steps: Cut out pairs of cloud shapes from newsprint. Staple them together over a wire coat hanger. The children can stuff them with shredded paper or polyester fiber to create a soft sculpture appearance. Place ends of plastic silver tinsel on strips of tape. Fold the tape lengthwise over the bottom of a white wire hanger to simulate rain. Let the children crayon spectrum colors on a cardboard rainbow arch. Add a yellow construction paper sun to the mobile.	46. Newsprint, Shredded paper or polyester fiber Silver tinsel Tape Crayons Construction paper Coat hangers	46. PA
47. Rain Painting	47. The children will fingerpaint a picture and observe what happens when the picture is placed in the rain.	47. E.2 R.3,4_1	47. M.2_2	47. The teacher will have the children fingerpaint an outdoor scene. On a day of light rain, these will be outdoors for a few seconds. The teacher will ask the children to describe the changes in the paintings.	47. Fingerpaint Fingerpaint paper Rainy day	47. O
48. Sidewalk Painting	48. The children will observe the evaporation process.	48. R.4 S.$C65_1$	48. R.*70_1 S.$C68_3$	48. The teacher will give children wide brushes and cans of water to paint huge designs on the sidewalk on a cloudy day. The children will make predictions about what will happen to the designs when the sun comes out or a warm wind blows over them.	48. Wide brushes Cans Water	48. O
49. Dried Foods	49. The children will participate in the drying of apples and observe the changes that take place.	49. S.$C65_1$	49. S.$C8_1$	49. The teacher will have the children wash several apples, core, and slice them into 1/4" rings. These will be dropped into a bowl of water to which 2 tablespoons of lemon juice has been added. The rings will be patted dry. The teacher will have the children string these on a long, clean dowel or on heavy cord. This can be laid or placed in a sunny, warm corner of the classroom to dry for several days. The apples will be dry to the touch, darker in color, and slightly rubbery when ready. Rinse the slices, dry, and eat them.	49. Apples Knives Lemon juice Dowel rod or heavy cord	49. O
50. Imagination	50.A. The children will use their imaginations to complete a phrase.	50.A. R.5,6,8,62, 340_1 E.315_2	50.A. R.279 E.*356_1 E.*271,320, 394_2	50.A. The teacher will print as a story, or tape record children's responses to stimulus phrases such as "If I could drift on the wind like a bird...," "If I were a raindrop...," "If I could sail away on a cloud..." The completed story can be played on the tape recorder or read for the whole class to enjoy.	50.A. Chart paper Markers OR Tape recorder	50.A. ECS Tape RC



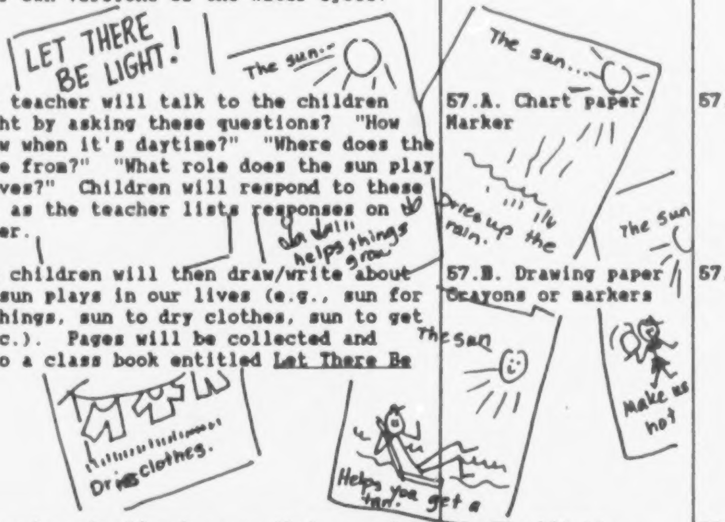

If I could drift on the air like a bird... I would fly over to California
If I were a raindrop I would drop inside a tulip.
If I could sail away on a cloud I would sail to visit my cousin.

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.279,280, *320,332$_3$	E.267,*272, 292,*319, 323$_3$			
	50.B. The children will illustrate their completed phrases.	50. B. E.1.2 R.4,115$_1$ A.C1$_3$	50. B. R.115$_1$	50.B. After listening, the children can make a booklet of ideas evoked, including illustrations by each author.	50.B. Drawing paper Markers or crayons	50.B. PA PF
51. Drawing	51.A. The children will use previous knowledge to answer discussion questions about water in the air.	51.A. R.3,4$_1$ E.299$_2$	51.A. S.68$_3$	51.A. The teacher will generate a discussion by asking the following questions: "How can we find out if there is water in the air?" How can we see it?" "Why can we "see" our breath in winter?" "How can we show that there is water vapor in the air?" What happens when we breathe on a cold window pane?"		51.A. L
	51.B. The children will investigate and observe that water is in the air.	51.B. R.3,4 S.C32$_1$ E.199$_2$	51.B. S.68$_3$	51.B. The teacher will fill a tumbler with ice cubes and water and a second glass tumbler with warm water. Let both sit for 10 minutes. The teacher will have a child rub his/her hands over the outside of the tumbler of ice water. The teacher will ask: "What collects on your hand?" "Where has the water come from?" "How do you know the water did not come through the glass?" Next the teacher will have a child rub his/her hand over the outside of the tumbler with warm water in it. "What do you observe?" Why did we need the tumbler of warm water?"	51.B. Glass tumblers Ice cubes Water	51.B. O L
52. The Cloud Book	52.A. The children will listen to the story, The Cloud Book.	52.A. R.114$_1$ R.114$_2$ R.114$_3$	52.A. R.C*64,C*68, C*70,114$_1$ R.114$_2$ R.114$_3$	52.A. The teacher will read The Cloud Book by T. de Paola. Talk about the various clouds mentioned in the book.	52.A. The Cloud Book by T. de Paola	52.A. L RC
	52.B. The children will observe cloud formations.	52.B. S.C32$_1$	52.B. S.C35$_1$	52.B. Take the children outside to observe the different cloud formations in the sky.		
	52.C. The children will talk about what they observed.	52.C. R.3,4,10$_1$		52.C. The teacher will bring the children back into the room and have them relate what kinds of things they observed in the clouds as s/he records responses on chart paper.	52.C. Chart paper Markers	52.C. ECS

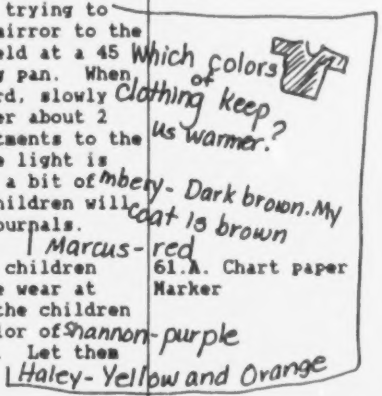


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	52.D. The children will draw/write about their observations.	52.D. E.1,23,24,25,33,34 R.4_1 E.35,36,37,38,39,*149_2 E.*67,*184 A.$C1_3$	52.D. E.37,38,39,*67,82,83,352_1 E.62_2 E.42,43,44,45,46,47_3	52.D. The children will then draw and write about what they saw. Pages will be compiled into a class book about clouds.  	52.D. Drawing paper Markers or crayons	52.D. PA WC
53. Clouds	53. The children will investigate how clouds are formed.	53. R.3,4_1 E.299_2 S.63_3	53. R.C*61,C*66,C*70_1	53. The teacher will obtain a small-mouthed 1-gallon bottle, matches, and some water. Make a cloud in the bottle. Try several different methods. Add a small amount of water to the jar and shake. Place the jar against your mouth. Blow into the jar to increase the pressure in the jar. Quickly release the pressure. Did a cloud form? Add a smoking match to the jar. Again, increase the pressure in the jar and release. Does a cloud form? What three conditions are necessary for a cloud to form in the jar?	53. 1-gallon bottle Water Matches	53. O L
54. Making Thunder	54.A. The children will recall what they know about thunder/lightning.	54.A. R.8,62_1 S.63_3		54.A. The teacher will lead the children in a discussion about thunder. Ask them if they remember what happens first in a storm; thunder or lightning. Sound travels more slowly than light so you always hear thunder after you see lightning flash.  What comes first? THUNDER or LIGHTNING		54.A. O L
	54.B. The children will create their own thunder.		54.B. H.22 PE.C192,$C196_1$	54.B. The children can make their own thunder by shaking a large sheet of cardboard or a thin sheet of metal. This causes the air to vibrate and produce sound.	54.B. Large sheet of cardboard or thin sheet of metal	
55. Making Rain	55. The children will make rain.	55. S.$C68_3$	55. H.22 S.$C65_1$	55. Fill a saucepan with water and set on a hot plate to boil. Place the lid of the pan over the pan but not on it. Observe the film of steam covering the lid. Then notice the drops of water that form on the lid and fall back into the pan. Discuss with the children that this demonstration is much like what happens when it rains. When water is heated, it evaporates and becomes steam (clouds). When it is cooled, it condenses and becomes water again. The water droplets are like rain that falls. There are tiny drops of water that make a	55. Hot plate Saucepan and lid Water 	55. O L

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				cloud. When these drops are cooled and get too heavy, they fall to the ground and we get rain.		
56. Drawing the Water Cycle	56. The children will draw pictures of the water cycle.	56. R.4,7,62 OC.46 E.18,23,24, 25_1 A.$C1_3$	56. S.$C68_3$	56. The teacher will talk with the children about the water cycle and ask them to give examples. She will instruct the children to draw their own versions of the water cycle.	56. Drawing paper	56. PA PF
57. Let There Be Light	57.A. The children will discuss the role the sun plays in our lives.	57.A. S.$C65_1$ E.299_2	57.A. S.66_3	57.A. The teacher will talk to the children about light by asking these questions? "How do we know when it's daytime?" "Where does the light come from?" "What role does the sun play in our lives?" Children will respond to these questions as the teacher lists responses on chart paper.	57.A. Chart paper Marker	57.A. ECS
	57.B. The children will draw/write about the role the sun plays in our lives.	57.B. R.4 E.1,2,23,24, 25_1 E.35,36,37, 38,39,*149_2 E.*67,*184 A.$C1_3$	57.B. E.37,38,39, 352_1 E.62,*271, 366,*368, 375_2 E.42,43,44, 45,46,47_3	57.B. The children will then draw/write about the role sun plays in our lives (e.g., sun for growing things, sun to dry clothes, sun to get a tan, etc.). Pages will be collected and bound into a class book entitled Let There Be Light.	57.B. Drawing paper Crayons or markers	57.B. PA WC
58. Find a Light	58. The children will identify light sources in the room and out.	58. R.1,2_1 R.19_2		58. The teacher should make sure that a variety of light sources will be found by the children when they go on a "light walk" (e.g., flashlight, candle, night light, projector, overhead light, etc.). Make cards with a picture of a light bulb on each. Show the children the light bulb cards. Ask them to find light sources in the room. When they find a light source, they are to place a card by the light.	58. Flashlights Candles Overhead light Night light Projector	58. O
59. What Makes a Light Work?	59. The children will investigate what makes light work.	59. R.1,3,4_1 E.299_2 R.C*70,C*72_3	59. R.*70_1	59. After the children have identified several sources of light, have them investigate what makes the light work (e.g., what makes a flashlight work? Children can take out the batteries, put them back. "Does the light work in every case?") The children may record results in a science journal.	59. Flashlight Batteries	59. SJ


LET THERE BE LIGHT!
The sun..
The sun...
helps things grow
Dries up the rain.
The Sun
The Sun
Make us hot
Dries clothes.
Helps you get a tan.

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
60. Making a Rainbow	60.A. The children will talk about their experiences with rainbows.	60.A. S.C32,C65 R.1,3,4$_1$ E.299$_2$ R.C*70,C*72$_3$		60.A. The teacher will initiate a discussion about rainbows and the joy of being lucky enough to see one, or even part of one. Comment that rainbows form when sunlight happens to shine just the right way into the air that holds just the right amount of water vapor after rain. The teacher will ask: "Can we make a rainbow?" Children will tell ideas they have for making a rainbow.	60.A. Chart paper Marker	60.A. L ECS
	60.B. The children will investigate and observe how to make a rainbow.	60.B. R.62$_1$	60.B. H.22$_1$	60.B. The teacher will show the children one way for making a rainbow by letting the children take turns holding a piece of white cardboard near a sunny tabletop or window sill. The other children will take turns trying to reflect a spot of sunlight from a mirror to the cardboard. The mirror should be held at a 45 degree angle at one end of a baking pan. When the spot of light hits the cardboard, slowly pour the water into the pan to cover about 2 inches of the mirror. Small adjustments to the angle may be needed until the white light is broken up into the spectrum ("like a bit of rainbow") on the cardboard. The children will record the experiment in science journals.	60.B. White cardboard Mirror Baking pan Water	60.B. SJ
61. Clothing Colors "Will Some Colors Keep Us Warmer Than Others?"	61.A. The children will predict the color of clothing that keeps us warmer.	61.A. R.3,4$_1$ R.C*70,C*72$_3$	61.A. R.C*70$_1$	61.A. The teacher will talk to the children about the colors of clothing people wear at different times of the year. Ask the children to make predictions about which color of clothing keeps us warmer in winter. Let them investigate.	61.A. Chart paper Marker	61.A. ECS
	61.B. The children will investigate and observe what colors keep us warmer.	61.B. E.3,4 S.C65$_1$ R.C*70$_3$	61.B. S.C40 R.C*70 H.24$_1$	61.B. The children will choose different fabric samples to test. They will glue fabric samples chosen around cans (identical in size and shape) and place cans in sunlight for several hours with thermometers inserted into cans. The students will check the temperatures of each can and record responses. They will draw conclusions based on the data they collected.	61.B. Fabric samples Empty cans of equal size Celsius thermometer	61.B. SJ
62. Clothing Sort	62. The children will sort pictures of clothing according to seasons.	62. R.1,2,3,4 S.C65$_1$ S.63$_3$		62. The teacher will talk to the children about the clothes they are wearing and ask them to tell how they decide on which clothes to wear. The teacher will try to get them to articulate that the type of clothing we wear is directly related to the weather. The children will cut	62. Butcher paper or poster board Magazines Scissors Glue	62. PA C



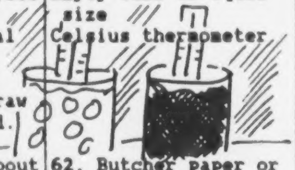
Which colors of clothing keep us warmer?

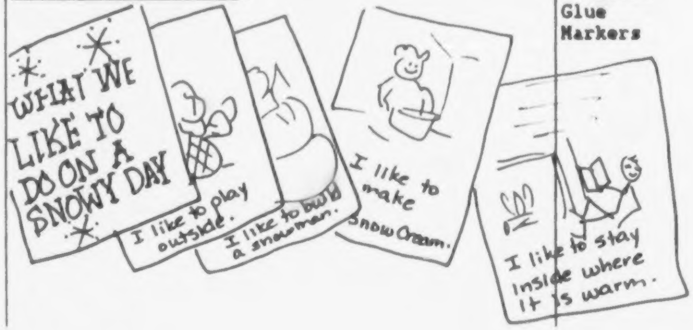
mbery- Dark brown. My coat is brown

Marcus- red

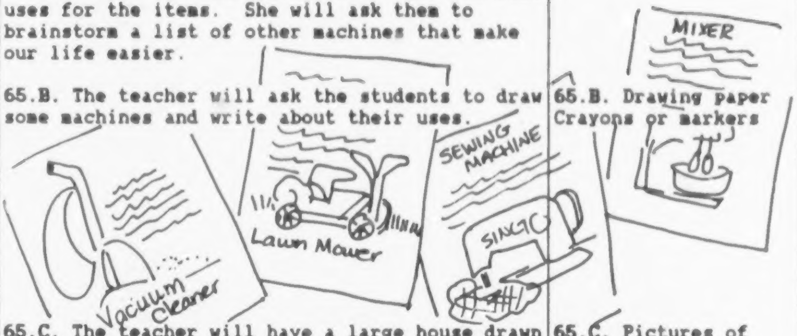
Shannon- purple

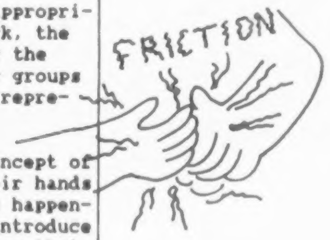
Haley- Yellow and Orange

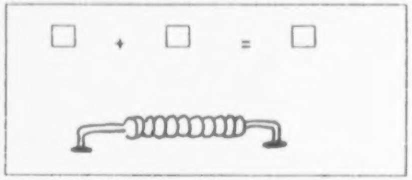


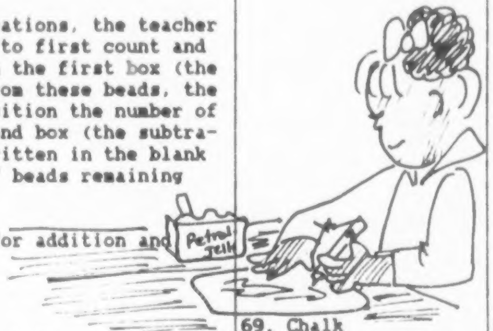
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				out pictures of clothing from magazines and sort by season (e.g., coats, sweaters, mittens for winter shorts, bathing suits for summer, etc.).		
63. Which Fabrics Dry Faster?	63.A. The children will predict and investigate which fabrics dry faster.	63.A. R.1,2,3,4 S.C65$_1$ R.C*70$_3$	63.A. R.C*70$_1$	63.A. The teacher will talk to the children about fabrics and get them to predict which fabric, if wet, would dry faster.	63.A. Fabric samples Water	63.A. O ECS
	63.B. The children will alter variables to test drying rate of fabrics.	63.B. S.C32$_1$ R.C*70$_3$	63.B. R.C*70$_1$	63.B. What are some things that would affect the drying rate of fabrics? (e.g., size of fabric, drying conditions, etc.)		
64. The Snowy Day	64.A. The children will listen to the story The Snowy Day.	64.A. R.9,10,114$_1$	64.A. R.C*70,C*74$_1$	64.A. The teacher will read the book The Snowy Day by E. J. Keats. She will ask the children to think of things they like to do on a snowy day as she records responses on an experience chart.	64.A. The Snowy Day by E. J. Keats	64.A. L O RC
	64.B. The children will tell what they like to do on a snowy day.	64.B. R.3,4,115 E.18$_1$	64.B. R.115$_1$	64.B. The teacher will point out the illustrations in the book and ask the children how they could illustrate their pictures in like manner (collage technique).	64.B. Chart paper Marker	64.B. ECS
	64.C. The children will illustrate and write their responses.	64.C. E.1,2,3,4 R.115$_1$ R.115 E.35,36,37, 38,39,*149$_2$ R.115 E.*67,*184, *320,C346$_3$	64.C. R.115 A.C22,27,28, 29$_1$ R.115 E.62,*271, *320,394$_2$ R.115 E.42,43,44, 45,46,47, 267,292, *329,323, 324$_3$	64.C. The children will illustrate and write their responses by using a variety of collage materials. Pages will be collected and compiled into a class book entitled What We Like to do on a Snowy Day.  WHAT WE LIKE TO DO ON A SNOWY DAY I like to play outside. I like to build a snowman. I like to make Snow Cream. I like to stay inside where it is warm.	64.C. Construction paper Assorted collage materials Scissors Glue Markers	64.C. PA

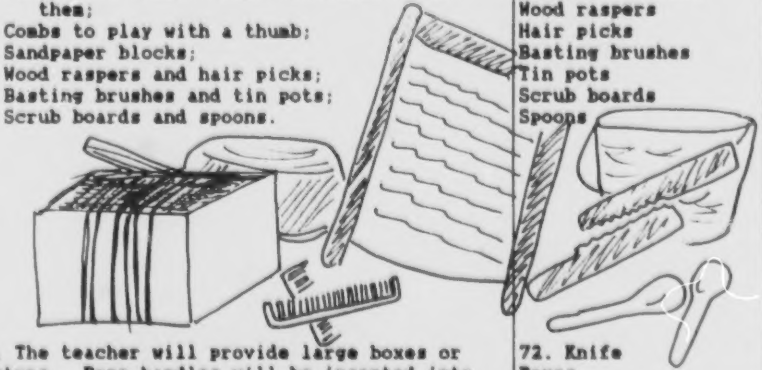
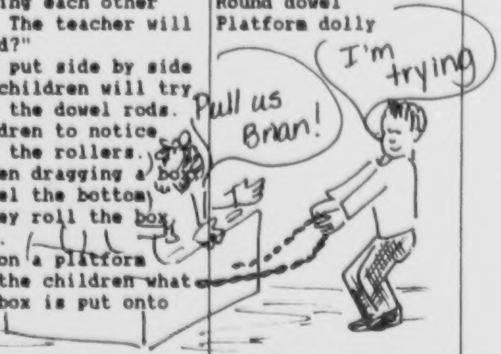
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Emphasis: Machines						
65. Machines That Make Our Life Easier	65.A. The children will brainstorm machines that make our life easier.	65.A. R.1,2,3,4_1		65.A. The teacher will show the children some simple machines (e.g., egg beater, screw driver, etc.) and ask the children if they can name uses for the items. She will ask them to brainstorm a list of other machines that make our life easier.	65.A. Chart paper Markers	65.A. O L
	65.B. The children will draw pictures of machines that make our life easier and the use of the machine.	65.B. E.1,23,24, 25_1 E.35,36,37, 38,39,*149_2 E.*67,*184, *320,C346 A.$C1_3$	65.B. E.37,38,39_1 E.62,*271, *320_2 E.42,43,44, 45,46,47, *319_3	65.B. The teacher will ask the students to draw some machines and write about their uses.	65.B. Drawing paper Crayons or markers	65.B. PA PF
	65.C. The children will classify the machines they drew by placing them in an appropriate room of a large cutout house divided into rooms.	65.C. R.1,2 M.29_1		65.C. The teacher will have a large house drawn on butcher paper. The children will place the machines they drew in the correct room of the house (e.g., eggbeater--kitchen, razor--bathroom, screwdriver--garage, etc.).	65.C. Pictures of machines children drew Large house divided into rooms drawn on butcher paper Glue	65.C. PA
66. Human Machines	66.A. The children will think of a machine and create it through use of cooperative movement.		66.A. H.20,21,22, C23 PE.C192, $C196_1$	66.A. The teacher will divide the children into groups of five to eight members. Each group will be asked to think of a machine that exists, or one that they would like to invent. The machine must have moving parts, make a noise, and do some kind of work. Once the machine is decided, the children will work together to create it. Each child will be a part of the machine, connected in some way to another part; or some children might represent something used or made by the machine. The children will work secretly so that other groups will not know what they are planning. The teacher will assist those children who need help.		66.A. O

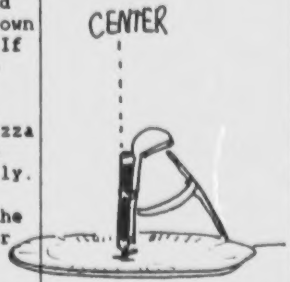
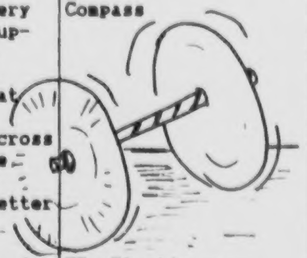


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	66.B. The children will guess what machines are being represented by other groups.	66.B. R.4,115_1 R.C*70_3	66.B. R.C*70,115_1 R.C*70_2	66.B. After each group has planned an appropriate way to interpret the machine at work, the teacher will provide an opportunity for the group to present its work and for other groups to try and guess what machine is being represented.		66.B. O
67. Friction	67.A. The children will observe and feel the heat of friction as they rub their hands together.	67.A. R.3,4_1		67.A. The teacher will introduce the concept of friction by having the children rub their hands together vigorously and asking "What is happening to your hands?" The teacher will introduce the word "friction" and tell the children that the reason for the heat is friction.		67.A. O
	67.B. The children will observe first-hand the slowing effects of friction.	67.B. S.C32 M.29 R.1,2_1 E.299_2		67.B. The teacher will do the following: 1. Pass around pieces of waxed paper. "Try rubbing this on your arm. Does it slide fast? Try sliding the rubber eraser. Does it slide fast on your arm? Can you think of a reason for this?" (The rubber makes more friction.) 2. "Look at paper and the eraser through the magnifying glass. Which is smooth? Which is fuzzy?" 3. Let children take turns on the slide, sitting first on waxed paper, then the rubber mat. "Smooth paper doesn't make much friction, so you move fast."	67.B. Gum erasers Small pieces of waxed paper Magnifying glass Indoor slide or teeter-totter plank, propped against a table Sheets of waxed paper Rubber sink or rub mat	67.B. O
	67.C. The children will observe how lubricating materials reduces friction.	67.C. S.$C32_1$ E.299_2	67.C. PE.$C192_1$ S.$C41_2$	67.C. The teacher will: 1. Give children two pieces of sandpaper. "Rub these together fast. What happens to the bits of sand?" 2. "Look at the sandpaper. Is it bumpy and rough? Do you think it would be smoother if something filled up the bumpy places? Try this petroleum jelly on it. See if the pieces of sandpaper slide past each other smoothly now." 3. Give each child two crackers on a tray. Repeat steps 1 and 2, offering peanut butter as a lubricant. Let the children eat this experiment.	67.C. Coarse sandpaper cut into 2" squares Petroleum jelly Meat trays Peanut butter--a spoonful for each child on a piece of waxed paper Soda crackers Waxed paper Table knives	67.C. O

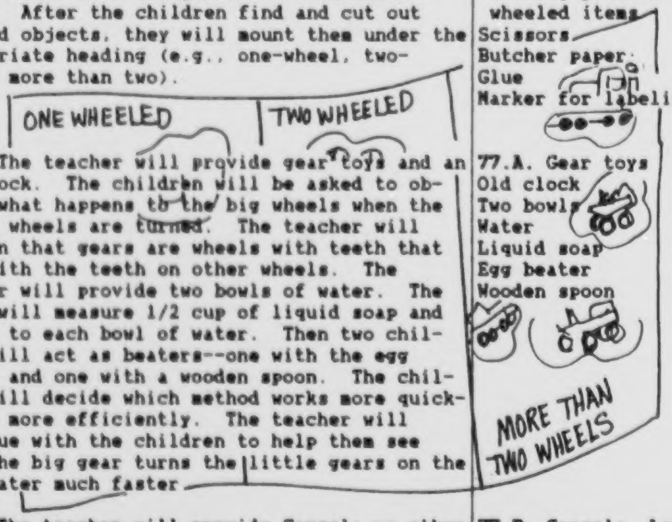
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
68. Bead Boards	68.A. The children will construct bead boards.	68.A. R.C44 E.5,10,13, 14,15,16,27 M.C7,C8,C17$_1$ R.C44$_2$ R.C43,C44 M.1$_3$	68.A. R.C44,C*61, C*63 M.C7,C8,C17$_1$ R.C44$_2$ R.C43,C44$_3$	68.A. The teacher will guide the children in constructing bead boards by following the printed directions from a chart. The following materials will be needed for each board: A 5 x 8 inch piece of heavy posterboard A pipe cleaner Ten plastic or wooden counter beads with holes large enough to fit over the pipe cleaner Contact paper Markers Crayons Printed directions on a chartboard: 1. Turn the posterboard horizontally. 2. Draw 3 boxes toward the top of the board.  3. Write + between the first two boxes. 4. Write = between the second and third boxes. 5. Cover the board with Contact paper. 6. Punch a small hole on the lower left of of the board. 7. Put one end of pipe cleaner through the hole and bind it down at the back of the board to keep it in place. 8. Slip the ten beads onto the pipe cleaner, insert the other end into the right side of the board and secure it in the same way as the left side.	68.A. Materials for constructing boards Prepared chart	68.A. PA
	68.B. The children will practice addition skills.	68.B. M.C*7,C8, C15,54,C56$_1$ M.61$_2$	68.B. M.C*7,C8, C15,54,C56$_1$	68.B. The teacher will allow the children to work in pairs, using a crayon to write in the two addends (whose sum is 10 or less) in the first two boxes on the bead board. The children can exchange boards and write the sum in the blank, using the beads to help complete the equation, if needed. (Unused beads remain at the far left; a tag fastener, the kind used to close bread bags, may be used in position as a barrier.)		

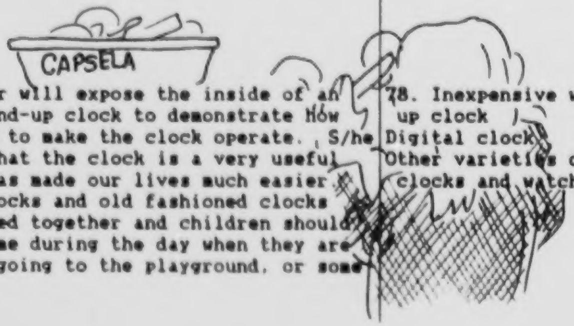
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	68.C. The children will use their bead boards to practice subtraction skills.	68.C. M.62,C*63, 64$_1$ M.62,C*63$_1$ M.66$_2$	M.61$_1$ M.66$_2$	68.C. The teacher will help the children prepare the bead boards for subtraction facts by writing a minus sign on the board instead of the plus sign. To perform subtraction operations, the teacher will show the children how to first count and move the number of beads in the first box (the minuend) into position. From these beads, the children will move into position the number of beads indicated in the second box (the subtrahend). The answer to be written in the blank answer box is the number of beads remaining beneath the first box. The boards can be adapted for addition and subtraction facts 11-20. 		
69. Useful Fraction	69. The children will observe that friction is needed for writing, drawing, and gripping things.	69. S.C32$_1$ E.299$_2$ A.C1$_3$	69. R.C*70$_1$	69. The teacher will: 1. Give children paper and chalk. "What sound does the chalk make on the paper? Scraping? Scratching? Why do you think this happens?" 2. "Try dipping your chalk into the petroleum jelly. Now does it rub and scrape? What happened to the chalk mark? Do you need friction to draw?" 3. Let them try to draw on waxed paper with pencils. Explain that the wax coating is like a lubricant.	69. Chalk Dark colored paper Small pieces of waxed paper Pencils Petroleum jelly	69. O
70. Music Friction	70. The children will learn the words to the Friction Song and sing while observing the heat of friction by rubbing their hands together.	70. R.C*42,C44$_1$ R.C*42,C44$_2$ R.C*42,C44$_3$	70. R.C*42,44$_1$ R.C*42,44$_2$ R.C*42,44$_3$	70. The teacher will assist the children in learning the words to the friction song. She will demonstrate how children are to rub hands together while singing. Friction Song This is the way we warm our hands, warm our hands, warm our hands. This is the way we warm our hands, out in chilly weather. Friction is what warms our hands, warms our hands, warms our hands. Friction is what warms our hands, rubbing them together.	70. Words to song, sung to the tune of "Here We Go Round the Mulberry Bush"	70. O

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
71. Musical Rythm Instruments	71. The children will construct musical rhythm instruments.		71. H.20,22,C23 MU.C58$_1$	71. The teacher will assist the children in finding and constructing musical rhythm instruments that apply the principle of Boxes with rubber bands stretched across them; Combs to play with a thumb; Sandpaper blocks; Wood raspers and hair picks; Basting brushes and tin pots; Scrub boards and spoons. 	71. Asorted boxes Rubber bands Assorted combs Sandpaper blocks Wood raspers Hair picks Basting brushes Tin pots Scrub boards Spoons	71. O L PA
72. Roller Movers	72. The children will experience and observe the differences in varied ways of moving a box.	72. S.C32 R.4$_1$ R.19$_2$	72. PE.C192, C196$_1$	72. The teacher will provide large boxes or cartons. Rope handles will be inserted into holes cut in the boxes and tied securely. The children will take turns pulling each other around in these "box sleds." The teacher will ask: "Is pulling easy or hard?" Next, round dowels will be put side by side on the ground or floor. The children will try pulling the loaded boxes over the dowel rods. The teacher will ask the children to notice what happens when they get to the rollers. After the children have been dragging a box the teacher will have them feel the bottom. They can feel again, after they roll the box to notice the heat difference. Next, the box will be put on a platform dolly. The teacher will ask the children what difference there is when the box is put onto permanent wheels. 	72. Knife Boxes Rope Round dowel Platform dolly	72. O L
73. Wheels	73. The children will describe the differences in various types of wheels.	73. R.1,2,4 M.C35$_1$ R.C*70$_3$	73. R.C*66,C*70$_1$ R.C*70$_2$	73. The teacher will divide the children into two rows at least five feet apart and facing each other. The teacher will have one child sit in a chair with wheels. The other children will take turns rolling the child from one to another. Next the children will be given wheeled cars/trucks to roll from one column to another. The teacher will ask the children to	73. Chair with wheels Wheeled cars/trucks Plastic plates Pizza discs Large buttons Dowels Paper towel rolls Pencils	73. O

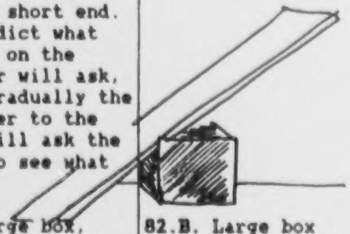
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				describe how the cars and the chair moved and to tell how the wheels worked. The chair and the wheeled vehicles will be turned upside down so the children can notice the difference. If the children do not use the word "axle," the teacher will supply it, explaining that the axle joins pairs of wheels together. The teacher will then provide plastic plates, pizza discs, large buttons, and other round things for the children to try and roll independently. Using dowels, paper towel rolls, pencils, straws and other such axle-making objects, the children can try to join the circles together to see if they will roll better.	Straws 	
74. Single Wheels/Pair of Wheels	74. The children will notice the difference between things that work on single wheels and those that work on pairs of wheels joined by axles.	74. E.299,300$_2$ E.279$_3$	74. E.*319,*332$_3$	74. The teacher will find the exact centers of paper plates with a compass. Mark each center; push out a 1/4" (1 cm) hole with pencil tip. Have one for each child. Cut 1" (2.5 cm) pieces of tape; stick lightly on a nearby table edge for children's use. The teacher will follow this procedure: 1. Divide children into two facing rows, at least 5 feet apart. 2. "Let's take turns pushing the chair to children across the room. Watch what happens. How does it move?" 3. "Now let's push these cars across. Do they move like the chair wheels?" Compare with the swivel again, watching the wheels very closely. Turn the swivel and the cars upside down to see if they look the same. Supply the word axle if a child doesn't offer it. Point out pairs of wheels that turn together on an axle. 4. Let children try to roll their plates across to another child. Offer straws and tape, suggesting that two children could join wheel plates to see if they will roll better as a pair with an axle.	74. A light piece of furniture on 4 swivel wheels (office chair, typewriter stand, utility table, crate on casters, platform dolly) Toy car with axles exposed Small paper plates Masking tape Plastic drinking straws Compass 	74. O
75. Forming Sets	75. The children will form sets using plastic cars.	75. R.1.2 M.C15,C17,31,54$_1$	75. M.C15,C17,54$_1$	75. The teacher will provide plastic cars and show the children how they can form sets using the cars. She will encourage each child to form his/her own sets. She will have the children identify equivalent and non-equivalent sets.	75. Plastic cars	75. O MC

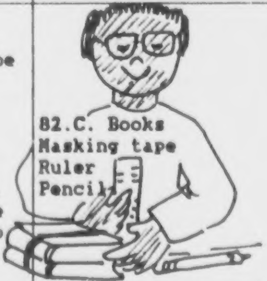
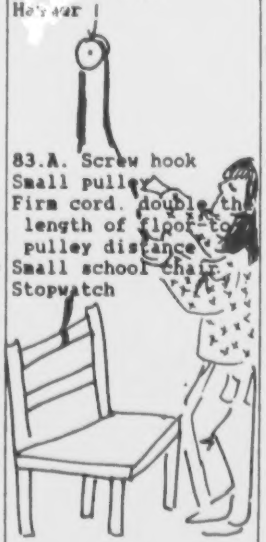
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
76. Wheel Quantity Classification	76. The children will cut out pictures of wheeled objects and sort into groups according to the number of wheels the object has.	76. R.1.2 E.3,253 M.29$_1$	76. E.250,253$_1$	76. The teacher will provide catalogues for the children to look through and find wheeled objects. After the children find and cut out wheeled objects, they will mount them under the appropriate heading (e.g., one-wheel, two-wheel, more than two).	76. Catalogues containing pictures of wheeled items Scissors Butcher paper Glue Marker for labeling	76. PA MC
77. Gears	77.A. The children will observe and describe how sets of gears mesh to operate mechanisms.	77.A. R.3.4 M.C*86$_1$	77.A. M.C*86$_1$	77.A. The teacher will provide gear toys and an old clock. The children will be asked to observe what happens to the big wheels when the little wheels are turned. The teacher will explain that gears are wheels with teeth that mesh with the teeth on other wheels. The teacher will provide two bowls of water. The child will measure 1/2 cup of liquid soap and add it to each bowl of water. Then two children will act as beaters--one with the egg beater and one with a wooden spoon. The children will decide which method works more quickly and more efficiently. The teacher will dialogue with the children to help them see that the big gear turns the little gears on the egg beater much faster.	77.A. Gear toys Old clock Two bowls Water Liquid soap Egg beater Wooden spoon	77.A. O
	77.B. The children will use various gear toys to make things that move.	77.B. R.115 E.8 M.218$_1$	77.B. R.115$_1$	77.B. The teacher will provide Capsela or other construction toys that work with gears so that the children can use them to invent their own moveable constructions.	77.B. Capsela, Lego or other construction toys with gears	77.B. O PA
		R.115$_2$	R.115$_2$			
		R.115$_3$	R.115$_3$			
78. Clocks of All Kinds	78. The children will use a variety of experiences and clocks to tell time.	78.	78. M.C*141$_1$	78. The teacher will expose the inside of an inexpensive wind-up clock to demonstrate how the gears mesh to make the clock operate. S/he will explain that the clock is a very useful machine that has made our lives much easier. The digital clocks and old fashioned clocks should be placed together and children should look at the time during the day when they are going to eat, going to the playground, or some other things.	78. Inexpensive wind-up clock Digital clock Other varieties of clocks and watches	78. O

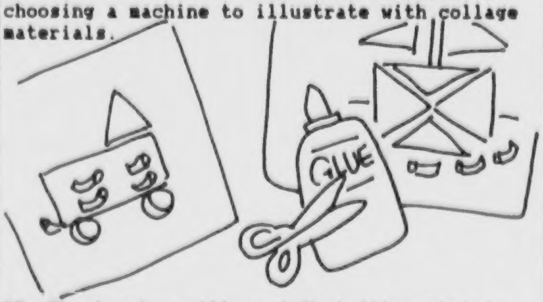
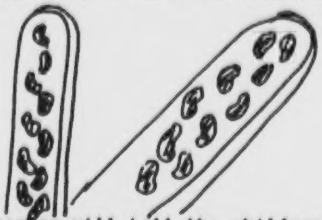




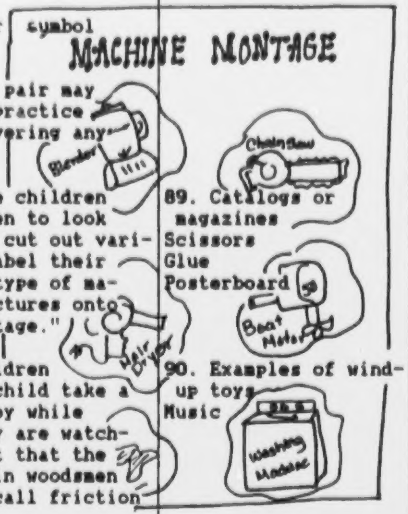
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		M.C*138 R.7$_1$	M.C*138, C*141 S.C43 R.C*63$_1$	The teacher will have the children make a time line of pictures of their daily events. They will draw clocks that show the times to the hour or half hour by each picture. They will write the "digital" time inside each clock.	Long sheet of paper for each child Pencils	PA PF
		M.C*55,C*63, C*138$_1$ M.C*147$_3$	M.C*55, C*138$_1$ M.C*147, C*201$_2$ M.C152$_3$	Some children may use the old clock (or a Judi clock) to solve problems such as: If it is 6:00 now, what time will it be 2 hours from now? 5 1/2 hours from now? 15 minutes from now? 8 hours from how? If it is 7:00, what time was it 1 1/2 hours ago? 9 hours ago? 45 minutes ago? 11 12 1 2 3 4 5 6 7 8 9	Old clock Paper Pencils	O
79. Ramps (Inclined Plane)	79. The children will discover how a ramp helps to lift a heavy load.		79. R.C*60 PE.C192, C196$_1$	79. The teacher will provide a suitcase and a plank. The teacher will ask the children to: 1. "See if you can pick up this heavy case by the handle and lift it onto the table." 2. "See if this plank can make it easier to get the case up on the table." Lean the plank from the floor to the tabletop. Place the suitcase near the bottom of the plank. "We call this a ramp." 3. "A ramp holds some of the weight of the suitcase as you slide it along. Now you can get the suitcase up there."	79. Old, sturdy suitcases Heavy objects to fill suitcase Plank, at least 4' (1.2m) long Table	79. O
80. What will the solids do?	80.A. The children will construct an inclined plane and observe which solids roll or slide.	80.A. R.1,2 E.8$_1$ R.C*70$_3$	80.A. H.22 R.C*70$_1$	80.A. The teacher will gather a small group of children together and demonstrate how to construct an inclined plane. She will encourage the children to predict and explore which solids will either roll or slide down the ramp and discuss their discoveries in the group.	80.A. Assorted geometric solids Piece of wood Book or other material for making a small incline plane	80.A. O
	80.B. The children will record their results.	80.B. E.290$_1$	80.B. M.31$_1$ S.C46$_3$	80.B. The teacher will demonstrate how the children are to record the results by marking yes or no beside pictures of various solids mounted on chart paper.	80.B. A chart containing pictures of solids to be tested followed by boxes containing the words yes and no. The headings should read "Will it roll?" and "Will it Slide?" Crayons or markers	80.B. ECS

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
81. Can Screws Lift Objects?	81.A. The children will investigate how threaded objects move up the corresponding threads of a screw.	81.A. R.4$_1$	81.A. PE.C192, C.196$_1$	81.A. Introduction: The teacher will draw a thick crayon line diagonally from one corner of a sheet of typing paper to the other. She will cut along the line, leaving a crayon-edged triangle. She will bring the triangle, a pencil, a large screw, and a collection of nuts and bolts to a class discussion. She will ask: "Does the line on this paper triangle look like a ramp? Let's see what we can do with it." The triangle should be wound around the pencil so that the line looks like a screw thread. Compare it with a screw. Give children the nuts and bolts and have them try to make the nut go up the ramp. After this demonstration the teacher should provide small materials that demonstrate the curved ramp principle and let children explore.	81.A. Screw-type cookie press C-clamps Modeling clay Old lipstick tube Screw-type nut cracker Screw-top plastic jars Plumbing pipes and joints Old piano stool Office swivel chair	81.A. O
	81.B. The children will name things that have a curved ramp and draw or cut out pictures to illustrate the words.	81.B. R.1,2 E.1,3,23,24, 25,290,340, 341$_1$		81.B. After the above experience, the teacher will gather the children together to discuss their experiences. She will ask the children to name some things that have curved ramps. The children may name items that they did not explore. The teacher will chart responses on an experience chart and encourage the children to draw or cut out pictures to illustrate words.	81.B. Chart paper Markers Drawing paper Crayons Catalogs Scissors Glue	81.B. ECS
82. Levers	82.A. The children will observe how a lever works.	82.A. R.4 E.8$_1$ E.299$_2$ R.C*70,*72$_3$	82.A. R.C*60,C*70$_1$	82.A. The teacher will introduce the word "lever" and use a seesaw as an example. The teacher will place a block under a sturdy six-foot plank slightly below the mid-point. A child will be asked to stand on the short end. Then the group will be asked to predict what will happen if another child stands on the other end of the plank. The teacher will ask, "Could you lift me up that way?" Gradually the block will be moved to make it closer to the heavy end. Each time the teacher will ask the children to predict and then test to see what will happen.	82.A. Block Six-foot plank 	82.A. O L
	82.B. The children will construct a lever to lift a weighted box.	82.B. R.4 E.8$_1$		82.B. The teacher will provide a large box, which will be placed on one end of a plank, and ask two children to sit in it. The teacher will ask: "How can we use the plank to lift this loaded box completely off the ground?" The children will see that the box tips if the	82.B. Large box Plank	82.B. O

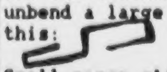
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				plank is lifted up. When the plank and the block are used together, the heavy load can be successfully lifted.		
	82.C. The children will construct a lever to lift two books.	82.C. E.8_1		82.C. The teacher will ask the children to figure out how they can lift two books that have been taped together with masking tape using only one finger, a ruler, and a pencil. (The ruler is the lever and the pencil is the resting place.) Let the children then try to lift the two books with one finger.	82.C. Books Masking tape Ruler Pencil	82.C. O
	82.D. The children will explain the lever relation to everyday objects.	82.D. E.8 R.3,4_1	82.D. PE.C192, C296,C254_1	82.D. The teacher will provide such things as: a cocoa tin with a lid and a spoon, a paint can and a screwdriver, a nail in a piece of wood and a hammer, etc. Let the children open or remove each, and explain the principle involved.	82.D. Cocoa tin with lid Spoon Paint can Screwdriver Nail Piece of wood Hammer	82.D. O
	82.E. The children will sing a song about levers.	82.E. R.62_1	82.E. MU.C59 R.C*60_1	82.E. Have the children sing "Row, Row, Row Your Boat," and explain how a row-boat uses oars as levers to pull back against the water in order to move the boat.		82.E. L
83. Pulleys	83.A. The children will observe the action of a pulley in lifting a weight.	83.A. R.3,4_1 R.C*70_3	83.A. PE.C192 R.C*70_1 R.C*70_2	83.A. The teacher will install a screw hook (with required permission) in a door frame or ceiling beam, so that a pulley can be tied up high. (An outdoor treehouse is ideal for this.) The teacher will show the children the pulley wheel, and ask them to describe how it can help them lift a chair. First, the teacher will time different children to see how long they can hold a chair high above their heads. The various times will be recorded. Then the teacher will show the children how they can tie a cord to the chair back and thread the cord across the top of the pulley wheel. Now what happens when the children try to hold the chair up in the air? (The teacher should demonstrate how to let the chair down slowly.) Is it easier? Is it more difficult? Discuss the fact that we pull down on the rope to lift up the chair.	83.A. Screw hook Small pulley Firm cord, double the length of floor-to-pulley distance Small school chair Stopwatch	83.A. O

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	83.B. The children will find or draw pictures of things that work with the use of a pulley.	83.B. E.1,3,23,24, 25,253_1	83.B. E.250_1	83.B. The teacher will have the children find or draw pictures that illustrate the uses for a pulley: loading ships and trains, putting hay into the barn loft, raising the sails on boats, raising the flag on a pole, holding the scaffolding for painters or window cleaners, etc. (See R. Scarry's, What Do People Do All Day?	83.B. Pencil Paper Resource books Book, What Do People All Day? by R. Scarry	83.B. O PA PF
84. Simple Machine Collage	84. The children will use assorted materials to create simple machines.	84. E.3,4 R.115_1 R.115_2 R.115_3	84. H.24 PE.C192, C196 R.115_1 R.115_2 R.115_3	84. The teacher will assist the children in choosing a machine to illustrate with collage materials. 	84. Macaroni wheels Pieces of thick string Bottle caps Popsicle sticks Round, triangular, and rectangular pieces of construction paper Paper for mounting collage Scissors Glue Markers	84. O PF
85. Inventions	85. The children will imagine, draw, and write about a new machine that would help them in some way.	85. R.114,115 E.23,24,25_1 R.114,115 E.35,36,37, 38,39,*149_2 R.114,115 E.*67,*184, *320,344, *346_3	85. R.114,115 E.37,38,39, 82,83,*184, 352_1 R.114,115 E.62,*271, *320,366, *368_2 R.114,115 E.42,43,44, 45,46,47, 267,*319_3	85. The teacher will read Shel Silverstein's poem "Homework Machine." She will ask the children to think of a new machine that would help them in some way. "What would it do?" "What would it look like?" She will encourage the children to draw and write about their new machines. 	85. "Homework Machine" by Shel Silverstein Drawing paper Markers or crayons	85. O PF WC
86. Ten Sticks	86. The children will construct ten-sticks by gluing beans on popsicle sticks.	86. M.C7,16,31, C35,54_1	86. M.C7,16_1	86. The teacher will tell the children that they are going to construct some tools for games to help them with their math skills. She will demonstrate how to glue dried beans on popsicle sticks to make ten-sticks. Each child will glue 10 beans on each popsicle or craft stick and set them aside to dry. The children will check each stick to make sure only ten	86. Large supply of dried beans Craft sticks or popsicle sticks Elmer's glue	86. PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				beans are glued on each stick. The sticks will need to dry overnight.		
87. Game of 100	87. The children will play a game to reinforce addition skills and concept of tens and ones.	87. M.C18,32,54, C*55,56, 218$_1$ M.61$_2$	87. M.C18,32,54, C*55,56,61$_1$	87. The teacher will provide a pair of dice, a large supply of dried beans, and the ten-sticks for a small group of children. She will explain the rules of the game as follows: 1. One child will be the captain and be in charge of the beans and ten-sticks. This child may or may not have a turn at rolling the dice. 2. Each child will roll the dice, add up the total, and ask the captain for that number of beans. 3. The children will take turns going in a clockwise direction (to the left). 4. When a child collects 10 beans, he/she trades them in for a 10-stick. Example: On the first roll, a player rolls the sum of 7, and receives 7 beans. On the second roll, he/she rolls the sum of 8; giving a total of 15 beans. S/he trades 10 beans in for a ten-stick. S/he now has one ten-stick and 5 beans. 5. The game will continue until someone collects 10 ten-sticks or 100. 	87. Dice Large supply of dried beans	87. 0 MC
		M.39$_2$	M.39$_2$	The children will compare numbers as they play using vocabulary of more than, less than, and the same as. The game may be varied by requiring that a player must reach 100 exactly to win the game. If a player goes over the 100 mark, her/his score is reduced to 50 and s/he must start adding again from there. It can also be varied by changing the goal number or by using 3 or more dice. 		
88. Greater Than/Less Than	88. The children will work in pairs to compare numbers.	88. M.25$_2$ M.C10,C*40$_3$	88. M.25,C*26$_1$ M.C*4,C*40$_2$	88. The teacher will provide each pair of children with paper, pencil, and three different-colored dice. She will explain that one color represents the hundreds, another the tens, and the third the ones. Each pair will take turns rolling the three dice and writing down the three-digit number indicated, say 143 and 521. They will determine whether the first number is greater than or less than (or equal to) the	88. For each pair of children: Paper Pencils 3 different-colored dice	88. 0 MC

<table>
<tr><th>Activities</th><th>Objectives</th><th>MLS</th><th>ILS</th><th>Procedures</th><th>Materials</th><th>Evaluation</th></tr>
<tr><td></td><td></td><td></td><td></td><td>second number and write the proper symbol between the numbers.
143 < 521
After playing several times, each pair may exchange papers with another and practice reading the sentence; while discovering any mistakes that may have been made.</td><td></td><td></td></tr>
<tr><td>89. Machine Montage</td><td>89. The children will cut out various pictures of machines and mount them on posterboard.</td><td>89.
E.3,4,32
R.1,2$_1$</td><td></td><td>

MACHINE MONTAGE
Blender
Chainsaw
Hair Dryer
Boat Motor
Washing Machine

89. The teacher will talk with the children about machines and ask the children to look through magazines or catalogs and cut out various machines. The children can label their pictures by writing the name and type of machine. The children will glue pictures onto posterboard entitled "Machine Montage."</td><td>89. Catalogs or magazines
Scissors
Glue
Posterboard</td><td>89. O
PA
WC</td></tr>
<tr><td>90. Mechanical Toys</td><td>90. The children will act out the movements of wind-up toys.</td><td></td><td>90.
PE.C192, C196,C241, C242,C265
R.C*70$_1$</td><td>90. The teacher will show the children wind-up toys. She will let each child take a turn pretending to be a wind-up toy while others guess what kind of toy they are watching. The teacher can also suggest that the children move to music like the tin woodsmen before he was oiled and after (recall friction lesson).</td><td>90. Examples of wind-up toys
Music</td><td>90. O</td></tr>
<tr><td>Emphasis: Magnets</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>91. Measuring a Magnet's Lifting Power</td><td>91. The children will determine which of three magnets is the strongest.</td><td>91.
M.C8,C15,31, C35$_1$
M.C9$_2$</td><td>91.
M.C8,C15$_1$
M.C9
S.C41$_2$
M.244
S.C46$_3$</td><td>91. The teacher will instruct the children to unbend a large paper clip until it looks like this:  The paper clip should be placed against the side of one magnet. Small paper clips should be added one at a time until the large clip falls off. The children should record the strength on a chart. The test should be repeated on the other two magnets and, likewise, be recorded.<table><tr><th></th><th>Magnet 1</th><th>Magnet 2</th><th>Magnet 3</th></tr><tr><td>Number of Paper Clips Held</td><td></td><td></td><td></td></tr></table></td><td>91. 3 labeled magnets
30 small paper clips
One large paper cup
Chart for recording</td><td>91. O
MC</td></tr>
<tr><td>92. Measuring a Magnet's Pulling Power</td><td>92. The children will determine which of three magnets has the greatest pulling power.</td><td>92.
M.C8,C15, C*144$_1$
M.C*144$_2$</td><td>92.
M.C8,C15, C*144$_1$
S.C41$_2$</td><td>92. The teacher will instruct the children to place a magnet on a grid. A small paper clip should be placed one centimeter away from the magnet. If the paper clip moves toward the magnet, the clip should be moved another half cm away. The children should continue doing</td><td>92. Same as previous activity
Cm grid</td><td>92. O
MC</td></tr>
</table>

<table>
<tr><th>Activities</th><th>Objectives</th><th>MLS</th><th>ILS</th><th>Procedures</th><th>Materials</th><th>Evaluation</th></tr>
<tr><td></td><td></td><td></td><td>S.C46$_3$</td><td>this, one half cm at a time, until the magnet no longer pulls the paper clip toward it. Record the distance and repeat the test on the other two magnets.<table><tr><th></th><th>Magnet 1</th><th>Magnet 2</th><th>Magnet 3</th></tr><tr><td>Number of cm Away</td><td></td><td></td><td></td></tr></table></td><td></td><td></td></tr>
<tr><td>93. Treasure Hunt</td><td>93. The children will discover magnetic attraction of materials through sand.</td><td>93.
S.C32$_1$</td><td>93.
H.22.C23$_1$
S.C41$_2$</td><td>93. The teacher should place small metal objects such as screws, nuts, etc., on a plastic tray and cover them with sand. The children will try to locate the materials using magnets.</td><td>93. Metal objects such as screws, nuts, etc.
Plastic tray w/sand
Magnets</td><td>93. 0</td></tr>
<tr><td>94. Magnetic Maze Game</td><td>94. The children will observe the effects of magnetic attraction by using a magnet to guide a paper clip through a maze.</td><td>94.
S.C32
E.10.13.15$_1$</td><td>94.
PE.C192, C196$_1$
S.C41$_2$</td><td>94. The teacher will encourage several children to draw mazes on paper plates. One person should hold up the plate while another holds a magnet under the plate and tries to guide a paper clip through the maze without touching any lines.</td><td>94. Paper plates
Markers
Magnets
Paper clips</td><td>94. 0</td></tr>
<tr><td>95. Racing Magnets</td><td>95. The children will observe that magnets have a north and south pole and that north and south poles are attracted to each other.</td><td>95.
S.C32$_1$</td><td>95.
PE.C192, C196$_1$
S.C41$_2$</td><td>95. The teacher will instruct the children to stack their three magnets so that they all stick together. Have them lift off the top magnet and put it on the table, keeping it facing the same way up. Repeat with the second magnet. Next, have them put their fingers on one magnet and slide it toward the other two. The children will observe that the magnets race away from each other. Last, have the children turn over the magnet under their fingers and slide it towards the other two magnets. The children will observe that the magnets race toward each other. The teacher will talk with the children about polar attraction.</td><td>95. 3 small circular magnets</td><td>95. 0</td></tr>
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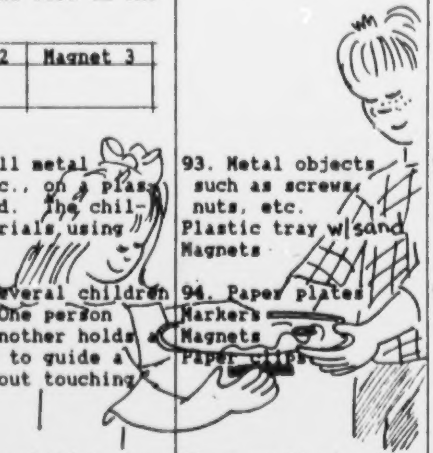
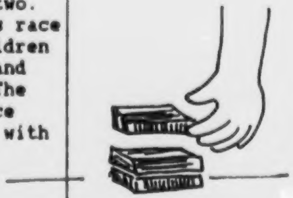
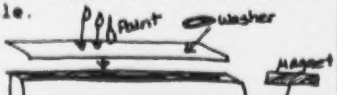
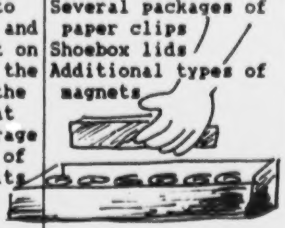


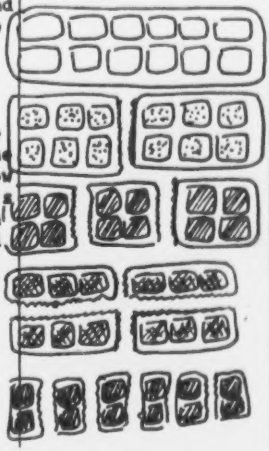


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
96. Magical Magnet Masterpiece	96. The children will observe the effects of magnetism as they create a painting.	96. S.C32$_1$	96. PE.C196 A.C22$_1$ S.C41$_2$	96. The children will cut paper to fit pan or box lid. They will drip several drops of paint on the paper and choose an object to put on the paper. They will paint a design by sliding a magnet over the bottom of the container. The children may experiment by changing objects or adding another color of paint. Finished works may be given a title. 	96. Magnets Cake pan or box lid Paper cut to fit inside pan or box lid Paint Small objects which are attracted by magnets (paper clips, ball bearings, washers, bobby pins, nails, etc.	96. PF
97. Magnet Classification	97. The children will design criteria for classifying magnets.	97. R.1,2,3,4 M.29$_1$	97. S.C41$_2$	97. The teacher will talk with the children about different kinds of magnets and ask if they can name the magnets according to shape. She will ask them to classify according to some criteria (e.g., type, weight, strength, or use).	97. Bar magnets U-magnets Horseshoe magnets Cylindrical magnets Ring magnets Disc magnets Ceramic magnets	97. O
98. Polar Attraction	98. The children will observe that magnets are strongest near the poles.	98. R.3,4 S.C32$_1$	98. S.C41$_2$	98. The teacher will have the children spread several layers of paper clips in box lids and give each child a bar magnet, telling them to place their magnets in a box of paper clips and then remove the magnet. Ask them to comment on what happens. The children should see that the paper clips are not evenly dispersed along the length of the bar but are bunched together at the ends (poles). The teacher should encourage the children to experiment with other types of magnets. Let the children compare the results and talk about their discoveries.	98. Several bar magnets Several packages of paper clips Shoebox lids Additional types of magnets 	98. O
99. Temporary Magnets	99. The children will make a temporary magnet and observe its effects.	99. S.C32$_1$ E.299$_2$	99. R.C*66,C*70$_1$ S.C41$_2$	99. The teacher will show the children how to rub one end of a magnet on an iron nail. Instruct the children to rub the nail a minute or longer in one direction only, then test to see if it acts as a magnet. Some questions to ask are: "What objects will the nail pick up?" "Will it pick up more than one object?" "What does the temporary magnet do to the iron filings?" "What does it do to the paper clips?" "How long does the nail act as a magnet?"	99. Several bar magnets Iron filings in plastic bottles Paper clips Large iron nails	

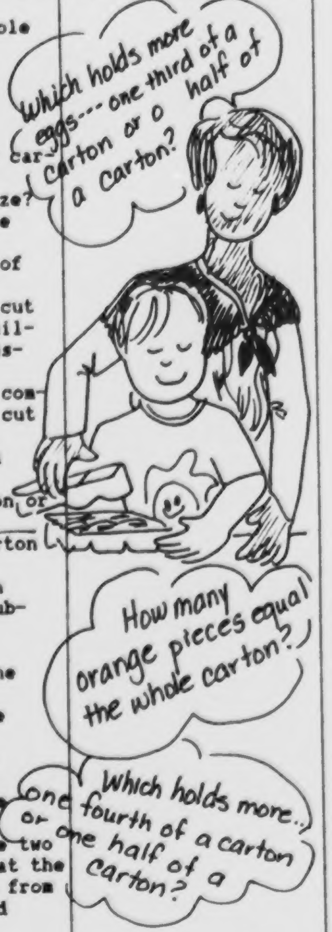
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Emphasis: Matter						
100. Solids, Liquids, Gases	100.A. The children will brainstorm a list of examples of solids, liquids, and gases and draw pictures of each.	100.A. R.1.2$_1$	100.A. R.C*64,C*66$_1$	100.A. The teacher will talk to the children about solids, liquids, and gases and show examples of each. The children and teacher will identify properties of each. The children will brainstorm a list of items that they think would fit one of these categories.	100.A. Samples of each type of matter Chart paper Marker	100.A. O L ECS
	100.B. The children will classify each picture according to its properties as solid, liquid, or gas.	100.B. R.1.2 M.239$_1$	100.B. E.38 M.C241$_1$	100.B. The children will draw pictures of and list at least one property of one of the types of matter. They will graph under the appropriate heading.	100.B. Drawing paper cut into squares Markers or crayons Glue Posterboard divided into sections and labeled: solid, liquid, gas	100.B. O C MC
101. Investigation at Home	101. The children will find one example of a solid, liquid, and gas at home and share their findings with each other.	101. R.1,2,3,4		101. The teacher will pass out three plastic plastic bags and three twisters to each child and request that children collect an example of each from home. The next day the children will share what they collected and review properties of each type of matter.	101. Bags of items that children collected at home	101. L
102. "Goop" Investigation	102. The children will be able to describe properties of silly putty.	102. S.C32 R.4 E.340,341$_1$ R.C*70$_3$	102. R.C*70$_1$ R.C*70$_2$	102. The teacher will have the children make "goop" according to the recipe. Each child will be given a piece of the completed "goop" to observe. The teacher will have the children identify as many properties of the material as possible, pointing out that even though the "goop" can be poured like a liquid, it will also crack and break like a solid.	102. "Goop" recipe Chart paper Markers	102. O L WC
103. Liquid and Solid Foods	103.A. The children will recognize foods as solid or liquid.	103.A. R.1,2 M.29$_1$	103.A. S.C41$_2$	103.A. The teacher will gather some different liquid and solid foods and display in appropriate containers. After looking at the foods, the children will guess which ones are solid and which ones are liquid. Some children may respond that liquid foods can be poured and that solid foods cannot be poured. The teacher will then pour some oatmeal or rice into a container. She will ask: "Is it a solid or a liquid?" She will explain that these foods can be poured and that they seem to take on the shape of the container into which they are	103.A. Several liquid foods such as milk, grapefruit juice, etc. Several plastic containers Several solid foods, including oatmeal and rice	103.A. O

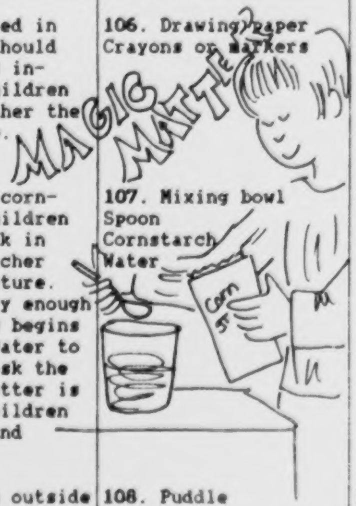
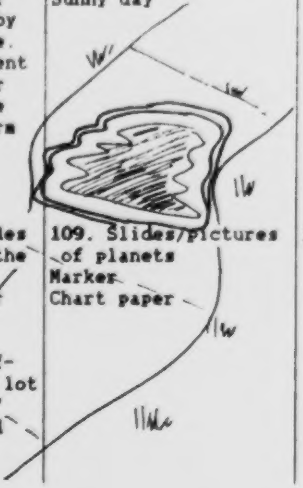
GOOP

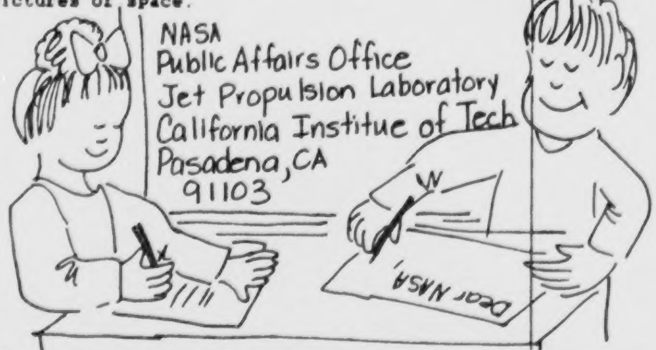
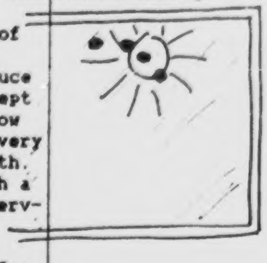
½ C. Liquid Starch ¼ tsp. salt ¼ C. White glue
Mix starch and salt. Add glue and beat 30 times. Pour into colander and let set for 10 minutes. Knead. If putty is too thick - add glue, if too thin - add starch. You may add food coloring to L. starch.

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				poured, but each little grain of oatmeal or rice keeps its own shape. Air fills up the space between the grains. The responses may include similarities of color and shape. Encourage them to name other foods that are solids and liquids.	FOODS THAT CHANGE FROM A SOLID TO A LIQUID Elizabeth - Jello will be a solid if its all mixed up.	
	103.B. The children will brainstorm or generate ways that solids can be changed to liquids and liquids to solids.	103.B. E.340,341 R.1,2	103.B.	103.B. The teacher will explain that some liquid foods may be changed to solid foods and some solid foods may be changed to liquid foods. The teacher will encourage the children to think of ways these changes could occur. The teacher will ask the students to list foods that change from liquids to solids and vice versa.	103.B. Chart paper Marker FOODS THAT CHANGE FROM A LIQUID TO A SOLID Cary - Water changes to ice when frozen.	103.B. ECS
104. Jell-o	104. The children will observe a liquid food change to its solid state.	104. R.C*61$_3$	104. R.C*61, C*63, C*66$_1$ S.C41$_2$	104. The teacher will assist the students in making Jell-o by following the directions on the package. At each step of preparation, the students should notice what state of matter the Jell-o is in (e.g., goes from solid to liquid to solid). The children will eat the Jell-o.	104. Jell-o Cooking utensils: bowl, measuring cup, spoon, oblong dish, hot plate	104. O
105. Egg Carton Fractions	105. The children will use egg cartons to create readiness for fractions.	105. M.C*87$_1$ M.C*88$_2$ M.C*89$_3$	105. M.C*87,88$_1$ M.C*89$_2$ M.C90,91$_3$	105. The teacher will prepare five egg cartons; all the same size so they can be stacked easily. If the center dividers protrude beyond the edge of the carton, cut them even with the edge. She will color the bottom of the egg holders of four cartons with a different colored pen. For example, color one carton purple, one orange, one yellow, and one green. Remove the cover from all five cartons. Leave the uncolored carton whole. Cut the purple one into halves, the orange into thirds, the yellow into fourths, and the green into sixths. It is not necessary to do all of these activities on the same day. Each activity could be repeated before a new one is introduced. 1. The teacher will place the materials in a convenient location where the children can become familiar with the cartons as they stack, match, and build with them. 2. The teacher will guide the children in comparing the two half pieces to the whole carton. She will ask questions such as: Are the two pieces the same size?	105. Prepared egg cartons 	105. O MC

Unit Title Investigations

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				Do they equal the same size as the whole carton? How many eggs fit in a whole carton? How many eggs fit in a half a carton? What numbers equals half a dozen? 3. The teacher will guide the children in comparing the other pieces to the whole carton, asking such questions as: Are the orange pieces all the same size? How many orange pieces equal the whole carton? How many eggs would fit in one third of the carton? Ask similar questions about the pieces cut into fourths and sixths, letting the children use play eggs or clay eggs to illustrate. 4. The teacher will guide the children in comparing pieces cut into halves to those cut into thirds, asking questions such as: Which holds more eggs--one third of a carton or one half of a carton? Which holds more--one half of a carton or two thirds of a carton? Which holds more--one fourth of a carton or one half of a carton? 5. The following activity can be used with children for readiness in adding and subtracting proper fractions with common denominators. How much is one fourth piece plus one fourth piece? How much is one third piece plus one third piece? How much is three fourths take away one fourth? How much is two sixths take away one sixth? Etc. 6. To illustrate fifths and tenths, remove two sections from each whole carton, so that the initial carton has 10 sections. A kit from these cartons shows halves, fifths, and tenths only.	 Which holds more eggs--- one third of a carton or a half of a carton? How many orange pieces equal the whole carton? Which holds more.. one fourth of a carton or one half of a carton?	O MC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
106. Jell-o Sequence	106. The children will draw pictures of the sequence of steps in making Jell-o and label each phase as to solid or liquid.	106. R.7$_1$	106. R.C*63 E.37,38,39$_1$	106. After the children have participated in the making and eating of Jell-o, they should draw a picture of the sequence of steps involved. The teacher will assist the children in the labeling of each step as to whether the Jell-o was in its solid or liquid state.	106. Drawing paper Crayons or markers	106. PA
107. Magic Matter	107. The children will compare liquid and solid matter by creating "Magic Matter."	107. R.3.4.62$_1$		107. The children should mix water and cornstarch. The teacher should tell the children to hold a bit of the dry cornstarch back in case the mixture is too soupy. The teacher should ask the children to test the mixture. It should be wet enough to flow, but dry enough to break off in pieces. If the mixture begins to dry out, the children can add more water to bring it back to its original state. Ask the children to tell why they think this matter is magic. The teacher will talk to the children about the differences between a solid and liquid.	107. Mixing bowl Spoon Cornstarch Water 	107. O
108. Vanishing Water	108. The children will observe water changing to a gaseous state by watching the effects of evaporation and recording rate of evaporation.	108. E.24 S.C65$_1$	108. S.C68$_3$	108. The teacher will lead the children outside to find a puddle on a sidewalk. Have the children draw a chalk line around it. Each hour the rate of evaporation should be recorded by drawing another chalk line around the puddle. The teacher should ask the children to comment on what caused the evaporation and to answer the question, "Where did the water go?" The teacher will also ask the children to perform the experiment again on a cool, cloudy day.	108. Puddle Chalk Sunny day 	108. O
Emphasis: Space						
109. What is a Planet?	109. The children will describe a planet and the features of a planet.	109. R.3.4 E.340$_1$ E.299,300$_2$ E.*320$_3$	109. R.C*71$_1$ E.*320$_2$ E.*319$_3$	109. The teacher will show the children slides of photographs of the planets, encouraging the children to look for shape, color, surface features, craters, clouds, etc. The teacher will then define a "planet." The children might include such descriptors as: "All planets are spherical;" "Every planet is different;" "Some planets are solid and look a lot like Earth;" "Some planets are made of gas;" "The sun provides the planets with light and heat."	109. Slides/pictures of planets Marker Chart paper	109. ECS

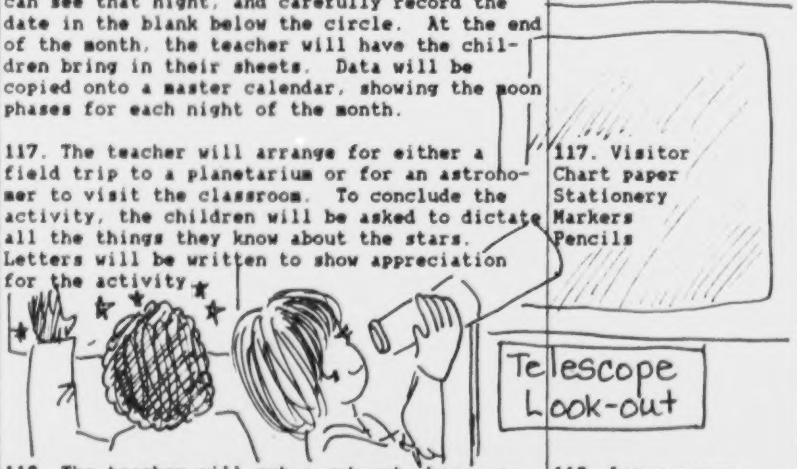
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
110. NASA Letters	110. The children will apply letter-writing skills.	110. R.C33,C34 E.51$_1$ E.35,36,37, 38,39,*148, *149,*150$_2$ E.*67,*151, *152,*184, *195,*196, 344,C346$_3$	110. E.37,38,39, *67,82,83, *148,*149, *150,*152, *153,*184, 344,C346, 352$_1$ E.59,62, *157,*158, *190,*195, *196,362, 366,367, *368$_2$ E.42,43,44, 45,46,47, *166,*189, *191,*359, *383$_3$	110. The teacher will have the children write a group or individual letters to NASA, Public Affairs Office, Jet Propulsion Laboratory, California Institute of Technology, Pasadena, CA 91103, asking for information about, and pictures of space.  NASA Public Affairs Office Jet Propulsion Laboratory California Institue of Tech Pasadena, CA 91103 Dear NASA,	110. Stationery Pens	110. PA WC
111. Our Star, the Sun	111.A. The children will record the movement of the Earth in relation to the Sun by marking the position of the Sun.	111.A. R.4 M.138$_1$ E.19,299, 300$_2$	111.A. S.66$_1$	111.A. The teacher will ask the children to think of something that seems to change in the sky every day. When a child names the Sun, the teacher will mention that the Earth moves around the Sun and that makes the location of the Sun look different and changes the way things look to us. The teacher will introduce the idea that two kinds of records can be kept to show how the Earth moves. One way to show this is to stand in exactly the same spot every day in front of a window that faces the South. The teacher will help the children find such a window and mark an exact spot where the observer is to stand. At one-hour intervals, an observer will stand in this spot, and put a sticky dot on the window to show where the Sun appears to be. The exact time will be written on each sticker as it is added to the window. The teacher will have the children notice the pattern that is formed.	111.A. Sticky dots Masking tape Window facing 	111.A. PA O
	111.B. The children will record the length and shape of shadows at different times of day.	111.B. M.C*138$_1$ M.C*141$_2$	111.B. M.C*141$_1$ S.C43$_2$	111.B. Another way to record the movement of the Earth is to record the length of the shadows the Sun makes. For this study, a tall opaque object be placed in front of a sunny window or doorway, with a large piece of bulle-	111.B. Tall object Sunny window Large paper Colored markers Clock	111.B. PA O MC

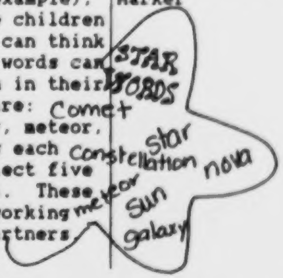
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		S.37$_3$		tin board or butcher paper under the object. At thirty-minute or one-hour intervals, the shadow created by the object on the paper will be traced with a different-color marker. The time at which the tracing was done will be written on the outline. Have the children notice how the shadow changed as the position of the Sun changed.		
112. The Sun's Shape	112. The children will use complete sentences to describe the Sun's reflection and the safety factors involved in viewing the Sun.	112. R.3,4,9,340$_1$ R.299,300, 314$_2$ E.389,320, 332$_3$	112. R.*356,*360$_1$ R.*271,*320$_2$ E.267,*272, 292,*319 S.66 H.59$_3$	112. The teacher will discuss with the children the danger of looking at the Sun directly. To show the children how they can safely study the Sun, the teacher will fasten a pair of binoculars onto a camera tripod and let the Sun shine through the binoculars onto white cardboard held at the focal distance. The teacher will have the children use complete sentences to describe what they saw and what they learned about the danger of looking at the Sun. These responses will be written on an experience chart.	112. Binoculars Camera tripod Heavy twine/tape Sunny window White cardboard Experience chart paper Marker	112. ECS L WC
113. Day and Night	113.A. The children will write an explanation for day and night after watching a demonstration.	113.A. R.4 E.C33,C34$_1$ E.35,36,37, 38,39,149$_2$ R.C*70 E.*67,*184, *320,344, 346$_3$	113.A. R.C*70 E.82,*149, *184,344, C346,352 S.35$_1$ E.58,62, *271,*368$_2$ E.42,43,44, 45,46,47, *319 S.66$_3$	113.A. The teacher will use a globe and a light to demonstrate for the children the movement of the Earth around the Sun and the resulting change from day to night. After darkening the room, the teacher will place a globe (or another sphere) a distance from the Sun (light bulb) that allows 1/2 of the globe to be in the light. As the teacher turns the globe on its axis (this works best without the stand) it will be pointed out that day and night fall on different parts of the Earth because the Earth turns on its axis. A full turn of the globe represents 24-hours of time. The Earth also moves in a large orbit around the Sun. It takes 365.25 days for the Earth to make one orbit. The Earth tilts just a little so that its axis points slightly toward the Sun when the Earth is on one side and slightly away from the Sun on the other side. Have the children notice that when the "North Pole" is tilted toward the Sun, the days in the Northern half of the Earth are longer; when the "North Pole" is tilted away from the Sun, the days in the Northern half are shorter. This explains why we have long days in the Summer and short days in the Winter. The teacher will have the chil-	113.A. A globe A lamp or light bulb and socket Paper Pencils	113.A. PA WC

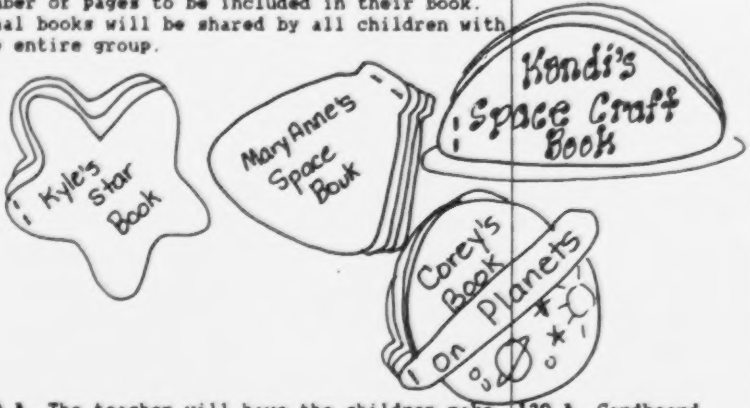
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				dren write a summary of what they saw in the demonstration. These reports will be shared with the group.		
	113.B. The children will measure and compare times.			113.B. The teacher will take the children outside to a large open space. The children will be placed in small groups, and each will be given a length of pantyhose with a tennis ball inside. To each length of pantyhose will be securely fastened a piece of rope. Each rope will vary in length from 1 foot to 10 feet. In turn, a child from each group will be chosen as the "Sun." The child will whirl the ball around his/her head while holding the string, as another child with a stopwatch measures the time it takes for one revolution. A recorder with a clipboard and paper will record the times. As the length of the string gets longer, so will the rotation time necessary for one "orbit" (if all things are kept relatively equal). The teacher will ask the children to imagine that they are on a planet that is a long distance from the Sun. Would the "years" there be the same as on Earth? If they lived on Jupiter, about how old would they be now? The teacher will explain that there is not a real "rope" holding the Earth in its orbit like was used for the tennis ball, but there is instead a force called "gravity" that keeps the Earth in position.	113.B. Tennis balls Nylon hose Rope Stopwatch Clipboard Paper	113.B. O L PA MC
114. Gravity	114.A. The children will find objects that respond to magnetic force.	114.A. R.4$_{1}$ R.299,300$_{2}$ R.C*70 M.C*149 S.37$_{3}$	114.A. R.C*70$_{1}$ S.C43 M.C*148$_{2}$	114.A. The teacher will explain to the children that gravity is a force that acts much like a magnet. The teacher will give the children magnets to use, and will ask them to make a collection of things around the room that are attracted to the magnet. These objects can be labeled using invented spelling.	114.A. Magnets Display space Cards Marker	114.A. O
	114.B. The children will classify objects as having strong or weak gravitational attraction.	114.B. M.29 R.1,2,3,4,115$_{1}$ R.19,115 E.299,300$_{2}$	114.B. R.C*70,115$_{1}$ R.C*71,115 S.C41,C64$_{2}$	114.B. The teacher will tell the children that "gravity" is an invisible force inside the Earth that pulls things toward it, much like the magnet pulls things toward it. Various things are pulled toward gravity much more strongly than other things. The teacher will provide a variety of objects for the children	114.B. Objects Chart paper Markers	114.B. O

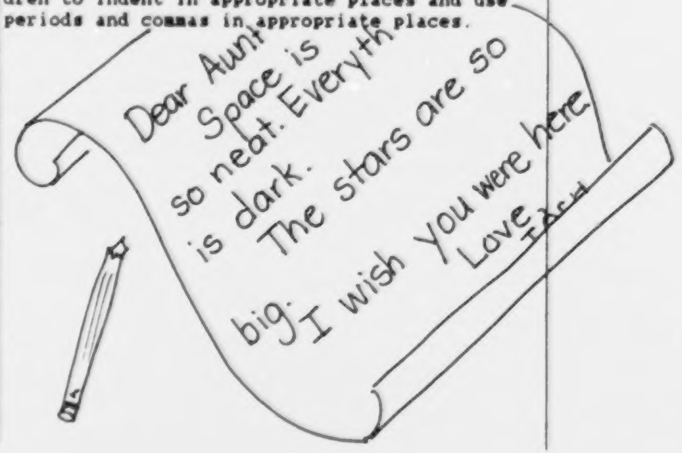
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.C*72,115$_3$	R.115 S.C46,C56$_3$	to "test." Each object will be dropped and the children will decide whether the earth's gravity had a "Strong Pull" or a "Weak Pull." Objects to use might include: a book, a pencil, a feather, a piece of cork, an inflated balloon, etc. As each object is dropped, the children will decide on the classification and draw a picture of the object to go in the appropriate half of a divided chart titled appropriately.		
	114.C. The children will use a scale to weigh objects.	114.C. M.C8$_1$ M.C*75,C*77$_2$	114.C. M.C*55,C*57$_1$ M.C*75,C*77,C*154 S.C56$_2$	114.C. The teacher will next provide a platform scale so that the children can weigh each object and record the weights on the chart beside the drawing of the object. The children will use a calculator to add the total weight of objects on each side of the chart. Then the average weight will be found by using the calculator to divide the total weight in each column by the number of objects in that column.	114.C. Platform scale Calculator Objects Chart from above	114.C. O PA MC
	114.D. The children will write about a scientific investigation.	114.D. E.C33,C34$_1$ E.35,36,37,38,39$_2$	114.D. E.37,38,39,*67,82,*184,344,C346,352$_1$ E.59,62$_2$ E.42,43,44,45,46,47,*67 S.C56$_3$	114.D. The teacher will help the children to summarize their experiment by telling what they found out. The teacher will assist the children in arriving at the conclusion that the weight of an object is directly related to the amount of gravitational force exerted on that object. The results of these experiments will be recorded by each child in his/her "Investigations Journal."	114.D. Journals Pencils	114.D. O SCJ WC
115. Constellations	115. The children will copy a constellation pattern.	115. E.10,13,14,15,28$_1$ E.9$_2$	115. S.66$_3$	115. The teacher will give each child a piece of black paper. Duplicated patterns of the major constellations will be provided. Each child will select a pattern, place the black paper behind it, and use a straight pin to make pinholes so that the light can shine through the paper in the pattern of the stars. These constellations' patterns can be displayed on a window, with little cards prepared by the children.	115. Black construction paper Straight pins Duplicated patterns Cards Markers	115. PA PF

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
116. Moon Phases	116. The children will observe moon changes.	116. E.*151,*152, *195$_3$	116. E.*151,152 S.C35$_1$ E.*195$_2$ S.C46,66$_3$	116. The teacher will provide each child with a copied sheet showing nickel-sized circles and blanks underneath. The teacher will tell the children that they are to observe the moon during the month. Each night they should look at the moon, they should shade-in a circle, leaving uncovered as much of the moon as they can see that night, and carefully record the date in the blank below the circle. At the end of the month, the teacher will have the children bring in their sheets. Data will be copied onto a master calendar, showing the moon phases for each night of the month.	116. Copy of circles with date space	116. PA
117. Field Trip or Visitor	117. The children will dictate information about the stars.	117. R.3,4,9 E.C33,C34, 51$_1$ E.35,36,37, 38,39,*149, *150$_2$ E.*184,*195, *196$_3$	117. E.37,38,39, *67$_1$ E.59,62, *148,*157, *158,*196, *380,381$_2$ E.42,43,44, 45,46,47, *67,*166, *191,*383$_3$	117. The teacher will arrange for either a field trip to a planetarium or for an astronomer to visit the classroom. To conclude the activity, the children will be asked to dictate all the things they know about the stars. Letters will be written to show appreciation for the activity.	117. Visitor Chart paper Stationery Markers Pencils	117. PA ECS WC
118. Space Words	118. The children will compile a list of space words and spell selected words accurately.	118. R.C44$_1$ R.C44$_2$ R.C44 E.*67$_3$	118. R.C44 E.*67,82 H.22,C23$_1$ R.C44 E.59,61$_2$ R.C44$_3$	118. The teacher will put a cut-out shape related to the unit (a large star, for example), on the wall. The teacher will ask the children to name as many "space" words as they can think of to be written on the shape. Other words can be added as the children discover them in their reading and research. Some examples are: asteroid, comet, constellation, galaxy, meteor, moon, planet, star, nova, sun. During each week of the unit, let the children select five words from the chart to learn to spell. These can be "tested" by pairs of children working together and reading words to their partners.	118. Large paper Marker	118. PA





Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
119. Shape Books	119. The children will apply writing skills in making a book.	119. R.4 E.C33,C34$_1$ E.35,36,37, 38,39,*149, *150$_2$ E.*67,*69, 75,*184, *185,*228, 256,*320, 344,C346, 347,*356, *357$_3$	119. E.37,38,39, 60,*67,82, 83,*149, *150,183, *184,332, 344,C346, 352,*356, *357$_1$ E.58,59,62, *154,183, *228,*271, *285,349, 362,366, 367,*368, 375,394$_2$ E.42,43,44, 45,46,47, 57,60,*72, *161,*186, *187,*199, *232,*257, 267,*272, 319,323, *326,*359, *360$_3$	119. The teacher will provide several space-shape book covers. Suggestions are: a space-ship, a star, a flying saucer, and a planet. The teacher will suggest to the children that they write a story involving one of these objects. Paper for the pages will have to be cut in the same shape as the covers. After the stories are in draft form, the teacher can have the children share them in groups, edit, and then divide their stories according to the number of pages to be included in their book. Final books will be shared by all children with the entire group.  Kyle's Star Book MaryAnne's Space Book Kondi's Space Craft Book Corey's Book On Planets	119. Stencils Cardboard Paper Pencils Markers Stapler Staples	119. WC PA
120. Flying Saucers	120.A. The children will measure using a tape.	120.A. A.C5 M.C*149$_3$	120.A. M.C*149$_2$	120.A. The teacher will have the children make "flying saucers" from cardboard pizza platters and small plastic cylinder tops (like those from spray cans). The spray can top will be taped on top of the cardboard disc directly in the center. A nail will be used to poke small holes in the plastic top so that pipe cleaner antennae can be added on top of the cabin. This "flying saucer" can be painted or colored with interesting designs. A naming ceremony can be held, if desired. Once these discs are completed, the teacher will take the children outside to test their flight power. As each disc is thrown, the distance traveled will be marked and measured. Each child will record the measured distances from three trials of his/her ship.	120.A. Cardboard circles Plastic tops Pipe cleaners Markers Measuring tapes	120.A. O PA MC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	120.B. The children will use a calculator to determine an average.	120.B. M.C*57$_2$	120.B. M.C*241$_2$	120.B. The children can use a calculator to determine the "average" distance traveled by each ship, and then data will be recorded on a master chart.	120.B. Calculator Chart paper Marker	120.B. PA
		M.C*58$_3$	M.C*77 S.46$_3$			
121. Add-A-Part Stories	121. The children will tell a story in logical sequence.	121. R.3,4,62 E.340$_1$	121. E.279,332$_1$	121. The teacher will make available, in a center, a file of pictures with space-related themes. A small group of children will work together, using a tape recorder. One student will choose a picture and start a story based on it. After one or two sentences, student 1 will stop, and student 2 will add more to the story. This will continue until each child has added a part. The story will be taped by the children. Tapes of the stories will be made available in a listening center so that others can hear them.	121. Pictures Tape recorder Blank tape	121. PA L
			E.*320$_2$			
		E.279,280,289,320,332$_3$	E.329,323,324,326$_3$			
122. Writing Home	122. The children will write letters with imaginary content.	122. R.4,8 E.C33,C34$_1$	122. E.37,38,39,60,*67,71,82,*148,*149,*150,183,*184,*185,256,*259,332,344,345,C346,C347,352,*357$_1$	122. The teacher will suggest to the children that they are astronauts on a long journey in space. Their mission is to explore and settle new planets. They are to write a letter to someone they left behind, telling all about their travels and what they have found in space. The teacher will introduce (or review) the parts of a letter and will remind the children to indent in appropriate places and use periods and commas in appropriate places.	122. Paper Pencils Chart of letter form	122. PA PF WC
		E.35,36,37,38,39,*148,*149,*150,183$_2$	R.C*82 E.59,62,*195,*200,201,*228,*229,*271,*285,349,366,367,*368,*380,381,394$_2$	 Dear Aunt Space is so neat. Everyth is dark. The stars are so big. I wish you were here. Love		
		E.69,*184,*185,*195,*228,256,*257,*259,*320,*357$_3$	E.42,43,44,45,46,47,57,60,*67,*72,*232,267,*272,292,*319,323,324$_3$			

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
123. Magic Stars	123. The children will notice the effect of water on wood.	123. R.3,4_1 R.19,299, 300_2 R.C*70,C*72_3	123. R.C*70_1	123. The teacher will provide each child with five toothpicks, and tell them to carefully "bend" each toothpick in the center to make an "L" shape, being sure not to really break them. These toothpicks will then be arranged so that all the attached points are pointing toward an imaginary center point, but not touching. Next, an eyedropper will be used to drop a few drops of water into the center of the toothpicks. As the water touches the broken toothpicks, the wood will expand and the points of the toothpicks will come together to make a five-pointed star. After the children have tried this, ask them to explain what they saw. Try this experiment again after treating the water in various ways: adding salt or sugar, adding food coloring, etc. Try it after soaking the toothpicks in water for a few minutes. Does each treatment give the same results?	123. Toothpicks Eyedropper Water Salt/sugar Container	123. O L
124. Cinquain	124. The children will apply a formula to create a poem.	124. R.4 E.C33,C34 M.$C17_1$ E.35,36,37, 38,39_2 R.C*61 E.60,*67, 256,*259_3	124. R.C*35,C*61, C*63 E.37,38,39, 60,*67,71, 77,78,82, 83,256, *259,345 M.$C17_1$ E.58,59, *271_2 E.42,43,44, 45,46,47, *72,*272, 292_3	124. The teacher will introduce the idea of Cinquain poetry to the children, telling them that it is a Japanese poetry form in which there are five lines. Then have the children use this form to write a cinquain about outer space (or something else). 1. The first line is a one-word title. 2. The second line is two words describing the title. 3. The third line is three words expressing an action. 4. The fourth line is four words expressing a feeling. 5. The fifth line is one word that means the same or about the same as the title. Example: Space Far-away Planets Floating Bouncing Spinning Enticing new adventures Exploration The teacher will provide a place for the children to display their illustrated poems.	124. Cinquain formula poster Paper Pencils Markers	124. PA PF

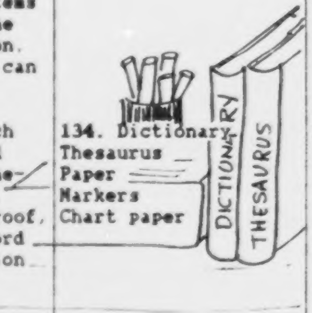
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
125. Poem	125. The children will explain a poetic image.	125. R.4,113,114_1 R.113,114_2 R.113,114_3	125. R.80,113, 114 E.77,78_1 R.113,114_2 R.113,114_3	125. The teacher will read the poem, "The Moon's the North Wind's Cookie." After the children have heard the poem, the teacher will ask them to write what they think the poem means. Then the children will be brought together to read their ideas about the poem. The teacher will talk about the meaning of the word "image" and will let the children explain the picture painted with words in this poem. The children will be given the option of copying the poem to display with their monthly moon phase chart (described in a previous activity).	125. Poem Paper Pencil/marker	125. PA
126. Milky Way	126. The children will measure ingredients correctly in order to make ice cream.	126. R.3,4 E.340_1 E.299,300_2 E.288,289 H.C9,$C11_3$	126. R.C*61 H.$C26_1$ S.41_2 E.292 H.53 M.C*153_3	126. The teacher will provide ingredients for the children to use in making ice cream according to the following recipe. Ingredients include: 4 Milky Way candy bars 2 C. milk 6 eggs 1¼ C. evaporated milk 2 tsp. vanilla 2 large cans evaporated milk Melt the candy in a double boiler over low heat. (Discuss the change in the state of matter during this process.) Cool this ingredient. Beat the eggs until they form a soft pile. (Have the children suggest descriptive sentences for this: "The eggs look...") Add sugar and beat well. (Talk about what changes in the mixture the sugar creates.) Add vanilla and 1¼ cups of evaporated milk and stir well. (Have the children dictate a list of characteristics of the mixture at this stage: color, consistency, taste, temperature, etc.) Pour this base into an ice-cream freezer container and add enough evaporated milk to fill the container to the appropriate level. Freeze. (Before eating, have the children dictate another list of characteristics, focusing on how each item written before has changed because of the temperature change.)	126. Recipe Ingredients Ice cream freezer Ice Ice cream salt Bowls Spoons	126. PA

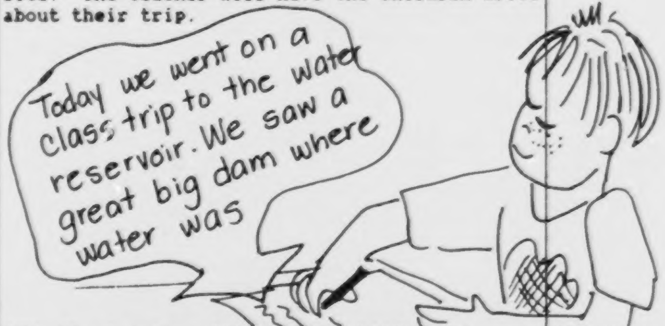
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
127. Spacecraft Families	127.A. The children will apply research skills to find out about spacecraft and word derivations.	127.A. R.4,114_1 R.40,86,114 E.299,300_2 R.C*56,C*64, C*66,C*70, C*87,C*105, 114_3	127.A. R.C*35,C*37, C*41,C*56, C*63,C*64, C*66,C*70, 85,C*105, 114_1 R.C*65,C*67, C*83,86, C*87,88,114 SS.40_2 R.C*89,C*92, C*106,114 E.408_3	127.A. The teacher will explain to the children that since the space program was first launched with Sputnik (1957) there have been many "families" of spacecraft. The children will be divided into "family" groups to research such families as: Apollo, Ariel, Explorer, Gemini, Lunar Orbiter, Mariner, Mercury, OGO, Pegasus, Pioneer, Ranger, Surveyor, Syncom, Tiros, Vanguard, Viking, and Columbia. The teacher will have the children brainstorm possible origins for each of these family names. How do each of these words reflect the characteristics of the craft? After researching the craft, the children can check the accuracy of their speculations.	127.A. Reference books Chart paper Markers	127.A. O L RC
	127.B. The children will organize information according to historical sequence.	127.B. R.4,114 E.C33,$C34_1$ R.114 E.35,36,37, 38,39 M.$C{*}142_2$ R.114 E.*67,*151, *152,*184, *195,344, C346,$*357_3$	127.B. R.C*63,115 E.37,38,39, *67,82, *149,*151, *152,*184, 344,C346, 352 M.$C{*}142_1$ E.58,62, *149,$*195_2$ R.114 E.42,43,44, 45,46,47, 60,$*72_3$	127.B. The teacher will ask the children to make a timeline of the historical sequence of launchings representing each family of spacecraft. (The most recent information for this activity is available from NASA. Other information can be found in books such as: The Usborne Science Encyclopedia, The World Book. The teacher might ask the children to compare the earlier spacecraft with the spacecraft being launched now. The summary of this data should be written on a chart, "How Spacecraft Have Changed."	127.B. Butcher paper Colored markers Chart	127.B. PA
128. Space Dance	128. The children will use a variety of movements to interpret a musical score.	128. M.C1,$C3_3$	128. M.C1,C3 PE.C192, C196,$C263_1$	128. The teacher will provide a record/tape that suggests various space movements: floating without gravity, walking in a space suit, walking like a robot, etc. The "Star Wars" sound track has several appropriate selections such as "Cantina Band." Before doing any movement activity, the teacher should define signals to be used for "Stop" and "Start." These	128. Tape/record Tape/record player	128.

1990
How spacecrafts have changed.
1962
USA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				signals can be related to the movement being done.		
Emphasis: Fresh Water and Sea Water						
129. Water for Health	129. The children will identify methods of obtaining drinking water.	129. R.4 E.1,3,4,23, 24,25,27, C33,C34$_1$ E.35,36,37, 38,39,*149$_2$ E.60,67, *184,C346 A.C1$_3$	129. E.37,38,39, *67,82, *149,*184, 344,C346, 352$_1$ E.59,62$_2$ E.42,43,44, 45,46,47 A.42$_3$	129. The teacher will tell the children that water is vitally important to our health. The teacher will divide the children into groups. Each group will prepare a poster of the ways we get water for our bodies: by drinking water, by drinking tea, by drinking milk, by drinking juice, by eating soup, etc.). Reports will be given by each group when all are completed.	129. Poster board Markers Miscellaneous art materials	129. PA L UT
130. Water Content	130. The children will use measurement skills to determine water content of various fruits.	130. M.39$_2$	130. H.22,C23,C26 M.C241$_1$ H.C37,C39 M.39$_2$ M.C46,C*154$_3$	130. The teacher will provide in a learning center, an orange, a tomato , a lemon, and a pear for each group of children using the center. The teacher will tell the children to weigh each fruit on the platform scale, and then carefully squeeze the fruit and measure the amount of juice extracted. They should then prepare a graph showing their data and indicating which fruit had the most juice. Older children can also weigh the juice and then compute the percentage of weight that was water.	130. Juice extrator or squeezer Assorted fruits Measuring cup Platform scale Containers of equal size for each fruit juice Calculator Poster board Markers	130. PA L UT
131. Water Pollution Writing	131. The children apply creative thinking skills to future projection and writing.	131. R.4,8 E.C33,C34$_1$ E.35,36,37, 38,39,*149, *150$_2$	131. E.37,38,39, *67,82, *149,*150, 184,344, C346,352$_1$ E.59,62,366, 367,*368, 394$_2$	131. The teacher will introduce the idea that after water is used by industries, it has to go somewhere, and it is very often pumped back into the river or lake where it came from. Sometimes industrial by-products, as wastes, then pollute these rivers and lakes. The teacher will ask the children to imagine that nothing is done to stop this pollution during the next twenty-five years. The teacher will ask the children to draw and write about what they think the world will be like twenty-five	131. Paper Pencils Markers	131. PA WSC

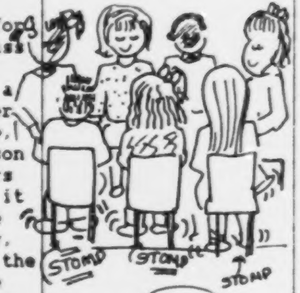
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.*67,*184, *320,344, C346,*357$_3$	E.42,43,44, 45,46,47, 60,181, *319,323, 324 H.46$_3$	years from now, if water pollution continues at the same rate. The teacher will suggest that some children might want to write using a poetry form.		
132. Water Sounds	132. The children will name verbs that could be used to describe various water sounds.	132. R.4,5 E.86$_1$ E.262,263$_2$ R.C*60,C*87 E.*264$_3$	132. R.C*35,80 E.77,*264$_1$ R.C*39,86, C*87,88, C*90 E.*271,273$_2$ R.C*86,C*91 E.76,*319, 358$_3$	132. The teacher will ask the children to think of all the sounds water makes and to name verbs that tell about the different water actions that make those sounds. These responses will be written on an experience chart titled "Water Sounds," and beginning: Water _________ (Ex: gurgles, splashes, crashes, tinkles, drips, splunches, splats, sloshes, etc.). The teacher might suggest processes involving water that make noises: a car wash, a bath being filled/emptied, a kettle boiling, noises in pipes after a plumber has worked on them, etc. The teacher will then explain that some of the words on the chart are made up, and some are used regularly. The teacher will divide the children into teams, and each team will look up several words in a variety of dictionaries to see if they exist or are original.	132. Chart paper Markers	132. ECS L O
133. Sound Devices	133.A. The children will find examples of onomatopoeia on a chart.	133.A. R.C*70$_3$	133.A. R.C*70$_1$	133.A. The teacher will explain that some words are formed to sound like the sound made by an object or action. The use of these words is called onomatopoeia. Examples are: splash, ding-dong, crunch, splat, tinkle, etc. The teacher will have the children look at the words on their chart of water sounds and see which ones are onomatopoeia. These words will be circled in red.	133.A. Chart from above Red marker	133.A. L O
	133.B. The children will make up examples of alliteration.	133.B. R.45,48,52$_3$	133.B. R.48,52,55, 56$_1$	133.B. The teacher will explain that another method used to make words sound interesting is to make the first letters of each word in a phrase the same. The teacher will have the children add words to those on the chart to create phrases with each word beginning the same. The teacher will explain that this technique is called alliteration. Examples: soft splashes, tin-top tinkles, drumming drips, sloppy sloshes, etc.	133.B. Experience chart from above Markers	133.B. L

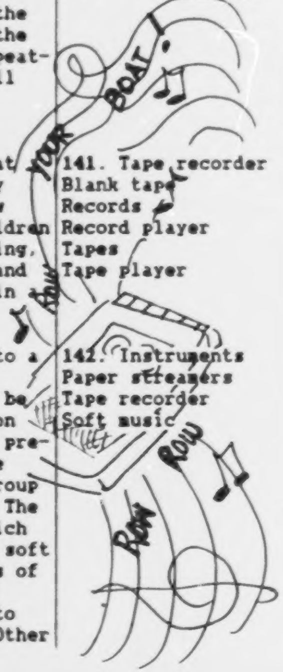
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	133.C. The children will find examples of onomatopoeia and alliteration in poetry.	133.C. R.114$_1$ R.114$_2$ R.114 M.29$_3$	133.C. R.114$_1$ R.114$_2$ R.114$_3$	133.C. The teacher will provide a variety of books of poetry. The children will be asked to look for examples of either onomatopoeia or alliteration and write them on cards. These cards will be taped to a wall graph with the headings "Onomatopoeia" and "Alliteration."	133.C. Poetry books Cards of equal size Masking tape	133.C. O
	133.D. The children will compute percentages.	133.D. M.C*40$_3$	133.D. M.C*40$_2$	133.D. The teacher will have the children count the total number of items on the wall chart (alliteration will have items with more than one word). Then the children will use hand calculators to compute the percentage of items represented by the term onomatopoeia and the percentage that are examples of alliteration. (This may be done in groups so that groups can compare answers.)	133.D. Wall chart Calculators	133.D. PA UT
134. Compound Water Words	134. The children will apply dictionary skills to location of water words.	134. E.23,24,25, 27,C33,C34$_1$ R.86 E.35,36,37, 38,39$_2$ R.C*60,C*87 E.342$_3$	134. R.C*60 E.37,38,39, 77,342$_1$ R.C*39,86, C*87,88, C*90$_2$ R.C*89,C*[illegible] E.42,43,44, 45,46,47, 76$_3$	134. The teacher will have each child search for a compound word or word pair associated with the word "water." A dictionary and thesaurus will be used as aids in this search. (Examples: water cress, watermark, waterproof, water buffalo, etc.) A child locating a word will provide an illustration and a definition to go with that word. These words will be posted on a bulletin board or chart.	 134. Dictionary Thesaurus Paper Markers Chart paper	134. PA
135. Saving Water	135. The children will make campaign posters to encourage water conservation.	135. R.4 E.1,23,24, 25,27$_1$ A.C1$_3$	135. A.C22$_1$ A.42$_3$	135. The teacher will divide the children into groups. Each group will think of all the things that could be done by individuals in the home to conserve water. The teacher will have the children put the ideas generated in the group into poster format to be displayed. The posters will be for the purpose of encouraging people in the town to conserve water. The posters will be distributed to stores and shops willing to display them.	135. Poster board Markers	135. PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
136. Reservoir Visit	136. The children will visit a local water reservoir and summarize information gained.	136. R.4 E.C33,C41$_1$	136. E.37,38,39, 60,*67,82, *149,*150, *184,344, 345,C346, 352,*357$_1$	136. The teacher will take the children on a field trip to a nearby dam and water reservoir. Children will be asked to think of all the ways water is used, stored, and treated at this site. The teacher will have the children write about their trip.  Today we went on a class trip to the water reservoir. We saw a great big dam where water was	136. Bus Trip permission	136. O L WC
		E.35,36,37, 38,39$_2$	E.59,62, *149,*150, *271,*285, 366,367, *368,375, 394$_2$			
		E.60,*67, *184,*320, C346,*357$_3$	E.42,43,44, 45,46,47, *72,267, *319,324$_3$			
137. Disaster Tale	137. The children will write about an event that could have disastrous results.	137. R.4 E.C33,C34$_1$	137. E.37,38,39, 60,*67,82, *149,*150, *184,344, 345,C346, 352,*357$_1$	137. The teacher will ask the children to choose one of the following scenarios and write a fictional account of what might happen in this case: 1. The authorities are considering building a large reservoir on the site of our town. This water will be used to supply a nearby city. Do you think there would be any problems with this? What would they be? What might happen? What good things might result? Would you be for or against it? 2. Imagine that you live near a large dam. There is a great deal of rain during the year, and the reservoir cannot contain it all. The authorities decide that the dam is in danger of breaking within the next 24 hours. What must be done? What will happen if the dam breaks? What problems will it cause in our town and in surrounding towns?	137. Paper Pencils	137. PA WC PF
		E.35,36,37, 38,39$_2$	E.59,62, *149,*150, *271,*285, 366,367, *368,375, 394$_2$			
		E.60,*67, *184,*320, C346,*357$_3$	E.42,43,44, 45,46,47, *72,267, *319,324$_3$			

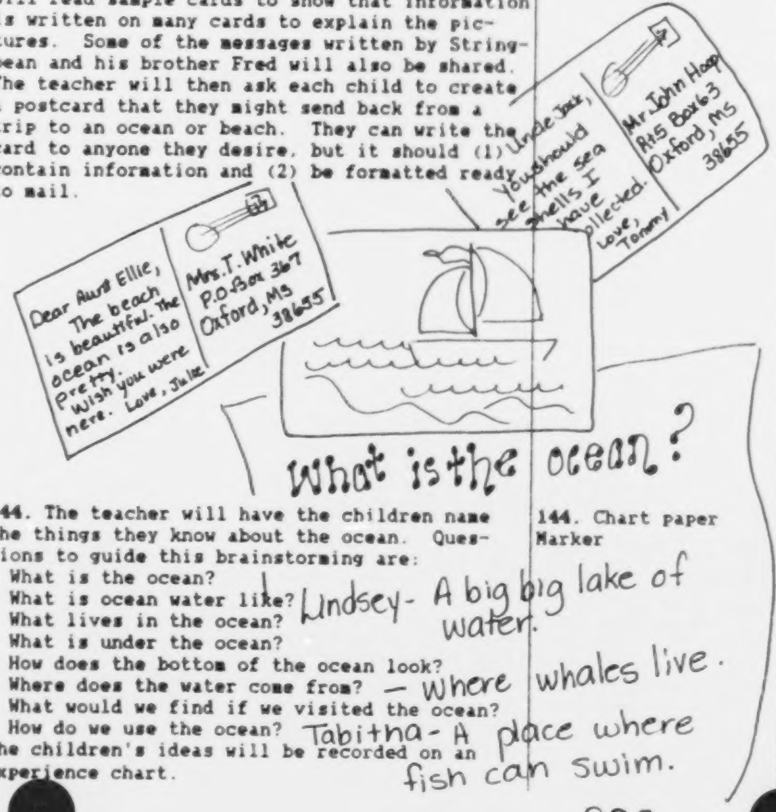
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				If some students want to go through the writing process to refine their stories, they might be published in a newspaper format with headlines such as: "Local Dam Breaks" or "Pros and Cons of Building a Reservoir."		
138. Scientific Study	138.A. The children will collect and study water samples.	138.A. R.4 M.29_1 E.299_2		138.A. The teacher will ask the children to think about the question? "Is all water alike?" To answer this question, the teacher will ask the children to bring in water samples. They should collect their samples in a clean glass jar, and on the jar should put a label with the date, the source of the water, and the child's name. As these samples are brought in, the teacher will suggest that they be ordered on the shelf from the cleanest to the dirtiest. The teacher will then ask the children to tell what criteria they used in ordering the bottles (how cloudy the water looked, how much dirt settled on the bottom of the jar, how the water smelled, etc.)	138.A. Water samples	138.A. O L
	138.B. The children will use hand lenses and a microscope to study water samples.	138.B. R.4 M.29_1 E.299_2		138.B. The teacher will provide magnifiers and a microscope in order that the children might look at the water samples more closely. The samples should be ordered again according to new data.	138.B. Hand lenses Microscope Water samples	138.B. O L
	138.C. The children will design and implement procedures for purifying water.	138.C. R.4 E.3.4_1 E.299.300 SS.16.18_2 A.C5_3	138.C. A.C22_1 A.6_2 H.49 A.42_3	138.C. The teacher will ask the children to think of ways that water could be purified. The children will be divided into groups, and each group will design and create a method to try in water purification. These inventions will be tested. The teacher will give each group a sample of water taken from the same source, and the group will attempt to use their water purification apparatus to clear up the water. Results will be compared when all groups have completed the experiment.	138.C. Junk materials containers, sand, rocks, coffee filters, paper towels, ETC. Water samples	138.C. PA
139. Water Logs	139. The children will document their families' use of water during a week.	139. R.4 M.C8_1 M.C9_2	139. R.C*61 M.68_1 M.C9_2 M.C*153_3	139. The teacher will ask the children to record the use of water in their families during one week: for drinking, for cooking, for bathing, for washing clothes, for operating the toilet, for washing the car, etc. Older children might be asked to figure as closely as possible the amount of water used by one person in the family each day. This can be compared	139. Paper Pens	139. PA L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				with the U.S. average consumption of 600 liters a day and with the World Health Organization's figures that show 5 liters of water a day are needed to stay healthy and 20 liters to stay clean. The teacher will have the children identify the family activity that accounts for the highest amount of consumption in the class.		
140. Stormy Weather	140. The children will use their bodies to simulate the sound of a storm.		140. PE.C192$_1$	140. The teacher will have the class sit in a circle. One person starts by rubbing his/her hands together. The next person picks it up, and so on around the circle. The first person then starts snapping his/her fingers; others pick it up one at a time the same way until it comes around to the first person. Next, the thighs are slapped with open palms. Finally, the feet are stamped on the ground, to make the loudest point of the storm. The actions are then done in reverse: stamping, slapping the thighs, snapping the fingers, and rubbing the hands together. The whole thing can be repeated with the eyes closed so the children will have to listen closely to determine their turns.		140. L
141. Water Tape	141. The children will sing, play, and record water songs.	141. MU.C1.C3$_3$	141. PE.C192, C196, C241, C242, C263, C265$_1$	141. The teacher will tell the children that there are many songs about water. They may name songs they know such as "Row, Row, Row Your Boat." The teacher will have the children use a tape recorder to record songs they sing, or songs they can play on a record player and record. This tape will be made available in a listening center.	141. Tape recorder Blank tape Records Record player Tapes Tape player	141. O L
142. Ocean Movement	142. The children will participate in an interpretive dance.	142. MU.C1.C3$_1$		142. The teacher will take the children into a gym or large room. The children will be divided into three groups. One group will be asked to create the movement of the ocean on the shore; a second group will be asked to pretend they are small animals and fish in the waves and moving onto the shore; a third group will pretend to be children on the beach. The teacher will provide an instrument with which to signal each group to start and stop. A soft musical tape, such as James Galway's "Songs of the Seashore," will be used for background music. Streamers or scarves can be given to the "waves" group to simulate the water. Other	142. Instruments Paper streamers Tape recorder Soft music	142. O PA





Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				props can be added as desired. This dance can be practiced and developed for performance, if desired.		
143. Postcard Memories	143. The children will make and write postcards from an imaginary trip.	143. R.4,10,113,114,115 E.1,23,24,25,27,C33,34$_1$ R.113,114,115 E.35,36,37,38,39,*148,*149,*150$_2$ R.113,114,115 E.60,*67,*151,*152,*184,*195,*196,*320,344,C346,*347 A.C1$_3$	143. R.113,114,115 E.37,38,39,60,*67,82,*148,*149,*150,*153,*156,*184,344,345,C346,352,*357$_1$ R.113,114,115 E.59,62,*157,*158,*190,*196,*200,201,*285,366,367,394$_2$ R.113,114,115 E.42,43,44,45,46,47,*72,*187,*189,*191,*319,324$_3$	143. The teacher will show the children the book, Stringbean's Trip to the Shining Sea. The format of a postcard will be discussed, with the teacher showing the children selected cards and pointing out the address, the message, credits for publication and art work, the cover picture, the stamp, etc. The teacher will read sample cards to show that information is written on many cards to explain the pictures. Some of the messages written by Stringbean and his brother Fred will also be shared. The teacher will then ask each child to create a postcard that they might send back from a trip to an ocean or beach. They can write the card to anyone they desire, but it should (1) contain information and (2) be formatted ready to mail.	143. Poster board of postcard size Markers Pens/pencils Paper and glue to make stamps	143. PA UT PF WC
144. Knowledge Chart	144. The children will share their personal knowledge of the ocean.	144. R.3,4,9$_1$ E.299,300$_2$		144. The teacher will have the children name the things they know about the ocean. Questions to guide this brainstorming are: What is the ocean? What is ocean water like? What lives in the ocean? What is under the ocean? How does the bottom of the ocean look? Where does the water come from? What would we find if we visited the ocean? How do we use the ocean? The children's ideas will be recorded on an experience chart.	144. Chart paper Marker	144. L ECS



Dear Aunt Ellie,
The beach is beautiful. The ocean is also pretty. Wish you were here. Love, Julie

Mrs. T. White
P.O. Box 367
Oxford, MS
38655

Uncle Jack,
You should see the sea shells I have collected.
Love, Tommy

Mr. John Hoop
Rt5 Box 63
Oxford, MS
38655

What is the ocean?

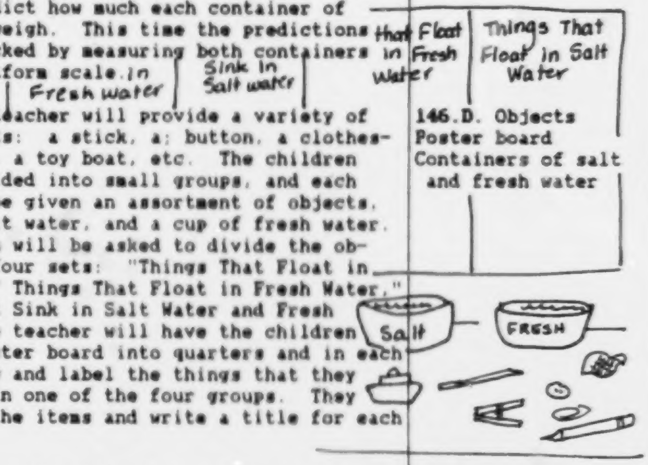
Lindsey- A big big lake of water.

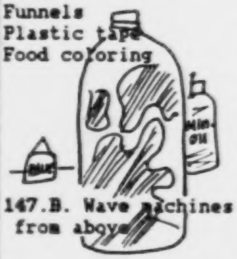
— Where whales live.

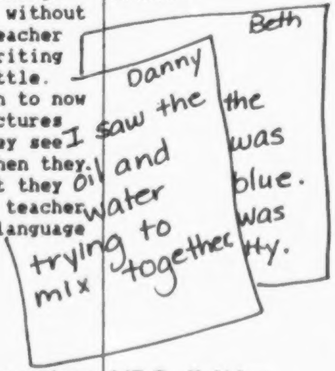
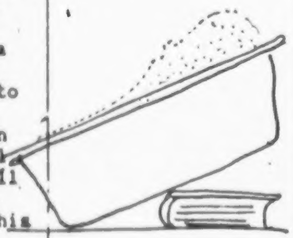
Tabitha- A place where fish can swim.

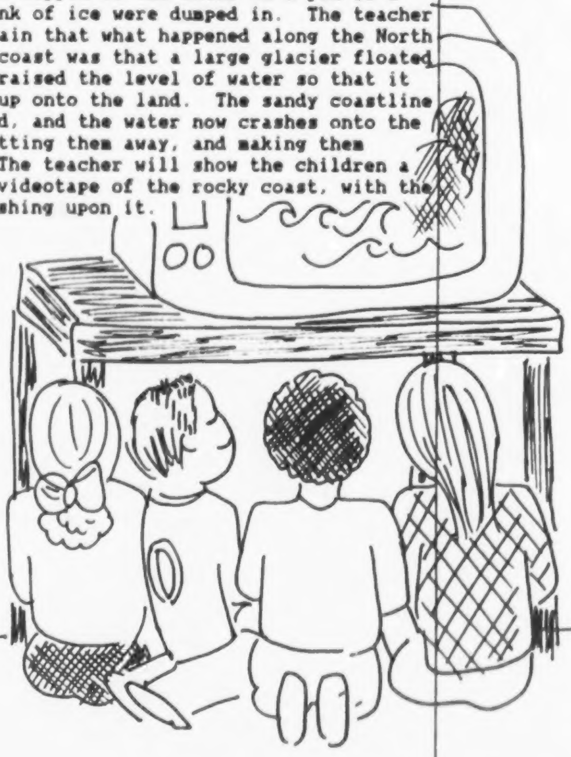
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
145. Food Chain	**145.** The children will specify the links in the ocean food chain.	**145.** R.3,4 E.1,2,23,24, 25,27,C33, C34,340_1 E.35,36,37, 38,39,*149, 299,300_2 E.60,*67, *184,*320, C346 H.C8 A.$C1_3$	**145.** E.37,38,39, 60,*67,82, *149,*184, 344,C346, 352_1 E.58,59,62, *271 A.2 S.10_2 E.42,43,44, 45,46,47, 267,*319_3	**145.** The teacher will have the children make a pictorial food chain, including plant plankton, animal plankton, small fish, and large fish. The teacher will explain that when undersea animals die, their bodies rot and create chemicals which feed the plant plankton, and begin the whole cycle over again. As each child makes a picture to add to the pictorial food chain, the teacher will have the child write a sentence telling what the plant or animal "eats" or is "eaten by." For example: "The herring eats animal plankton," or "The herring is eaten by the shark." All of the pictures will be assembled in "food chain" order in a wall display.	**145.** Paper Markers Paint Brushes Tape	**145.** PA WC
146. The Salty Ocean	**146.A.** The children will listen as the teacher explains characteristics of the ocean.	**146.A.** E.299,300_2		**146.A.** The teacher will introduce the idea that ocean water is different than lake and river water. The water in lakes and rivers is called "fresh" water; the water in the ocean is called "salt" water. The teacher will ask the children why they think these different bodies of water are classified differently, helping them to conclude that the water in the ocean contains salt.	**146.A.** None	**146.A.** L
	146.B. The children will prepare a saltwater solution.	**146.B.** R.19_2	**146.B.** S.$C41_2$	**146.B.** The teacher will provide salt and a quart container of water. The teacher will ask the children to stir into the water as much salt as it will absorb without leaving a thick deposit on the bottom of the container.	**146.B.** Water Salt Spoon Quart container	**146.B.** PA O
	146.C. The children will compare weights of salt water and fresh water.	**146.C.** R.4_1	**146.C.** S.$C41_2$ S.46 M.C*153, C*154_3	**146.C.** The teacher will provide another container of fresh water, along with two smaller containers of equal size, a balance scale, and a platform scale. The teacher will instruct the children to measure equal amounts of salt water and fresh water into the two equal containers. Next, the children will predict whether the weights of the two types of water will be the same or different. Which will weigh more? The predictions will be recorded on a chart with columns for the child's name, "Predictions," "Results," "Predicted Weight," and "Actual Weight." The balance scale will be used to check which is heavier and which is	**146.C.** Water Quart container Balance scale Platform scale 2 small containers just alike Teacher-made chart	**146.C.** PA SSC MC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				lighter. The teacher will then ask the children to predict how much each container of water will weigh. This time the predictions will be checked by measuring both containers using a platform scale.		
	146.D. The children will compare the bouyancy of salt water and fresh water by classifying objects that will or won't float.	146.D. R.2 M.29, C*87$_1$ S.C67$_3$	146.D. M.C*87$_1$ M.244$_3$	146.D. The teacher will provide a variety of small objects: a stick, a; button, a clothespin, a rock, a toy boat, etc. The children will be divided into small groups, and each group will be given an assortment of objects, a cup of salt water, and a cup of fresh water. The children will be asked to divide the objects into four sets: "Things That Float in Salt water," Things That Float in Fresh Water," "Things That Sink in Salt Water and Fresh Water." The teacher will have the children divide a poster board into quarters and in each quarter draw and label the things that they identified in one of the four groups. They will label the items and write a title for each box.	146.D. Objects Poster board Containers of salt and fresh water	146.D. WC SSC O L
	146.E. The children will compare their results.	146.E. E.299, 300$_2$		146.E. The teacher will have each group report the results of their work. They will be asked to explain how they derived their results and to identify the objects in each set.	146.E. Posters	146.E. PA L
147. Ocean in a Bottle	147.A. The children will describe the properties of oil and water.	147.A. R.19 E.299, 300$_2$		147.A. The teacher will have the children make an "Ocean in a Bottle." The children will be divided into small groups. Each group will need: a clear plastic bottle, a bottle of mineral oil or baby oil, enough water to fill the bottle, and blue and green food coloring. The children will be told to fill the bottle half full of baby oil, and then to add water until the bottle is full. Next, they may add food coloring to obtain an "ocean" color. The top of the filled bottle should be taped closed to prevent spilling.	147.A. Clear plastic bottles Mineral oil/baby oil Water Funnels Plastic tape Food coloring	147.A. PA L SSC
	147.B. The children will notice the wave action created in the bottle.	147.B. R.19 E.299, 300$_2$		147.B. The teacher will have the children tilt the bottles back and forth, watching the action of the mixture. The word "waves" will be used to describe the action.	147.B. Wave machines from above	147.B. O L


in Fresh water
Sink in Salt water
that Float in Fresh Water
Things That Float in Salt Water
Salt
FRESH



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	147.C. The children will describe an activity using scientific and poetic language.	147.C. R.3,4 E.C33,C34, 340_1 E.35,36,37, 38,39,*149_2 R.C*70 E.60,*67, *184,288, *320,344, C346,*357_3	147.C. R.C*70 E.37,38,39, 60,*67,71, 72,77,78, *149,*184, 344,C346, 352,*357_1 E.58,59,62, *271,*285, *291_2 E.42,43,44, 45,46,47, 292,*319, 324_3	147.C. The teacher will ask the children to be "scientists." Scientists observe the things around them and describe them exactly, without adding their ideas or opinions. The teacher will ask the children to describe in writing exactly what they saw happen in the bottle. Next, the teacher will ask the children to now become "poets." Poets try to paint pictures with words, telling what the things they see look like to them and what they feel when they see them, rather than telling just what they see. In a second writing session, the teacher will ask the children to use "poetic" language to tell about the waves.	147.C. Paper Pencils  Beth Danny I saw the oil and water trying to mix together the was blue. was tty.	147.C. WC PA
	147.D. The children will critique the writing of their classmates.	147.D. $R.4_1$ E.299,300_2 R.C*70_3	147.D. R.C*70_1	147.D. The teacher will have the children share one of their descriptions aloud. Others in the class will try to decide whether this is a "scientist" or a "poet" talking and to explain why they decided this way.	147.D. Writing	147.D. L PA SSC
148. The Sandy/ Rocky Shore	148.A. The children will observe and describe the action of waves on sand.	148.A. R.4 E.299,300_2		148.A. The teacher will show the children a variety of pictures of coastal land--some sandy and some rocky. The teacher will explain that the sandy beaches have not changed much in millions of years. The teacher will ask the children to describe what makes the shore of many ocean beaches so smooth and flat and firm. To demonstrate the action of the waves, the teacher will provide a large plastic tub of sand. One end of the tub will be set upon a book or object to create a slightly slanted surface. The sand will be roughly piled into the half of the tub that is raised, slanted with the narrow edge toward the bottom. In the bottom half of the tub, the teacher will pour a couple of cups of water. The tub will then be tilted back and forth to cause the water to move in waves up onto the sand. This will wash the sand down to create a smooth edge.	148.A. Pictures of coastal land Plastic tub 1 gal. of sand 2 cups of water A book 	

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	148.B. The children will listen as the teacher describes the formation of the rocky coast.	148.B. R.3,4,9 E.299,300_2 R.C*72_3		148.B. The teacher will explain that at one time the coast in the North Atlantic region was also smooth like it now is along the Southern coastline. A map will be used to point out these different ocean areas. "What could have happened in the North to create the rocky, jagged coastline that is there today?" the teacher will ask. The speculations of the children will be written on an experience chart. The teacher will then ask the children what would happen to the water in a pan if a large chunk of ice were dumped in. The teacher will explain that what happened along the North Atlantic coast was that a large glacier floated down and raised the level of water so that it rose far up onto the land. The sandy coastline was buried, and the water now crashes onto the rocks, cutting them away, and making them change. The teacher will show the children a movie or videotape of the rocky coast, with the waves crashing upon it. 	148.B. Map Pictures of the rocky coast Film of waves on rocks	148.B. L O

INVESTIGATIONS

BIBLIOGRAPHY

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INVESTIGATIONS

BIBLIOGRAPHY

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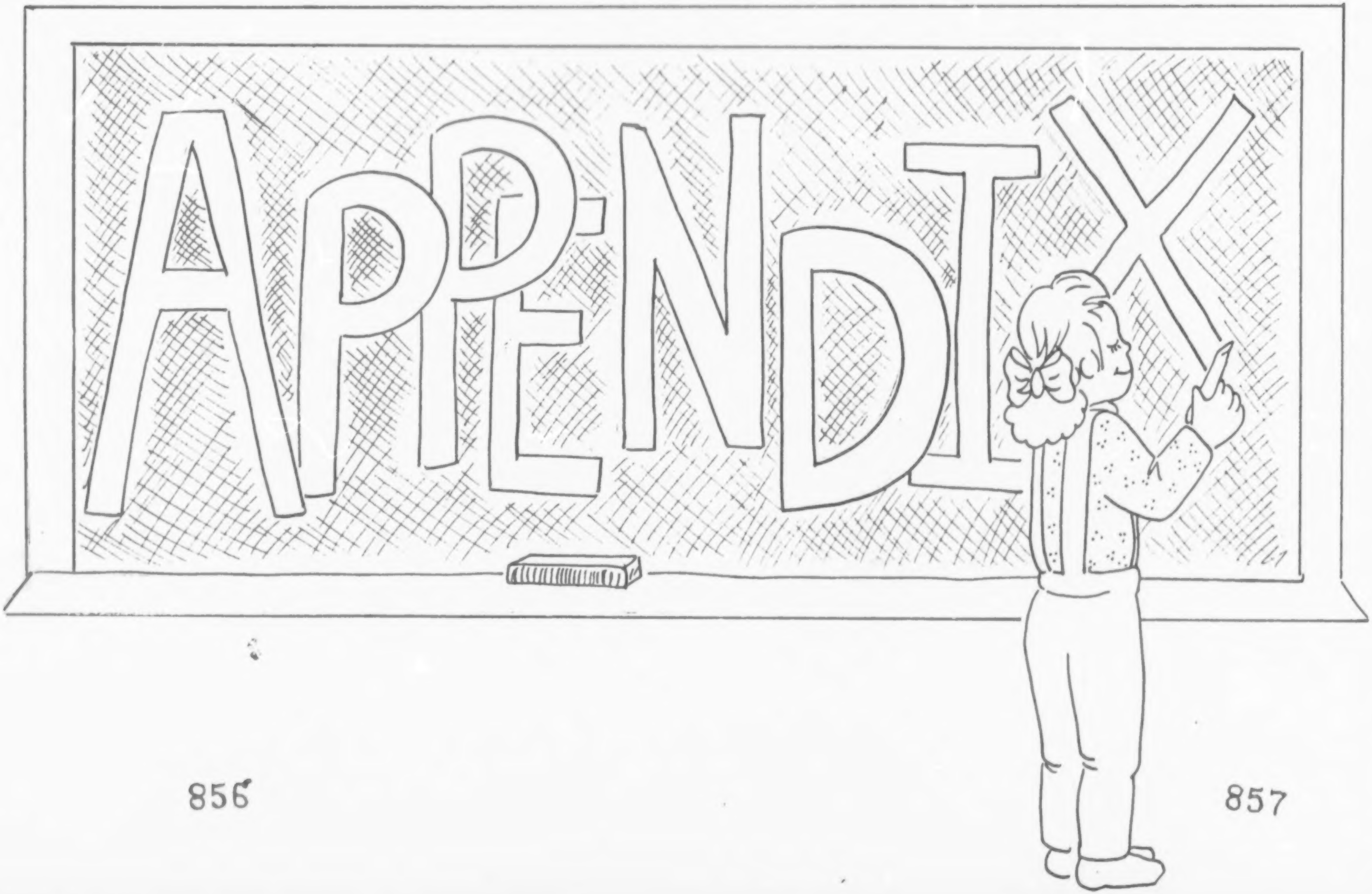

APPENDIX

INVESTIGATIONS

VOCABULARY

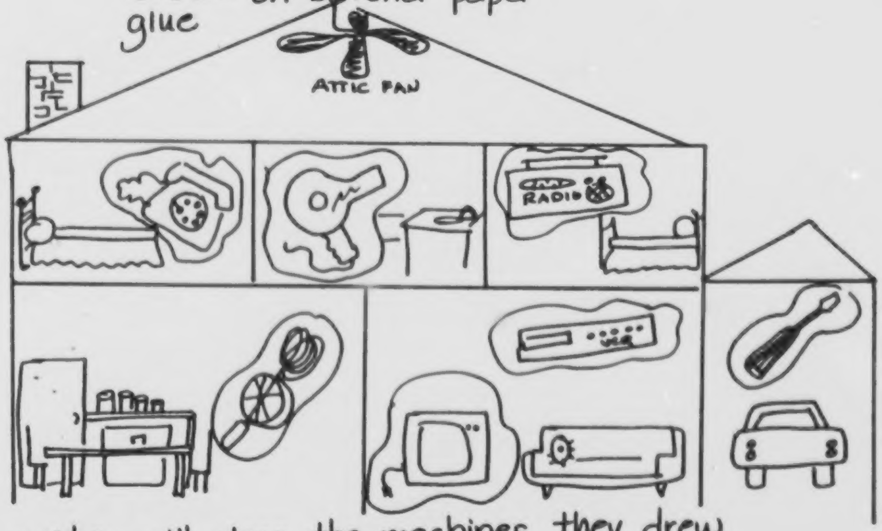
rainbow
goblins
attract
repel
conductor
nonconductor
insulator
centimeter
estimate
temperature
weather
summer
calendar
dye
mordant
shelter
winter
fall
spring
machine
magnet
dissolve
lenses
microscope
telescope
binoculars
fraction
kaleidoscope
prism
primary colors
opaque
transparent
translucent
reflection
reflect
tornado
evaporation
cloud
thunder
lightening
friction
lubricant
axle
gear
ramp
incline
lever
pulley
pole (magnetic)
solid
liquid
gas
matter
solar
rotation
revolve
ocean
continental shelf

Learning Center

Activity 65C Page 59

House of Machines

Materials: pictures of machines (children have drawn)
large house divided into rooms drawn on butcher paper
glue


ATTIC FAN
RADIO

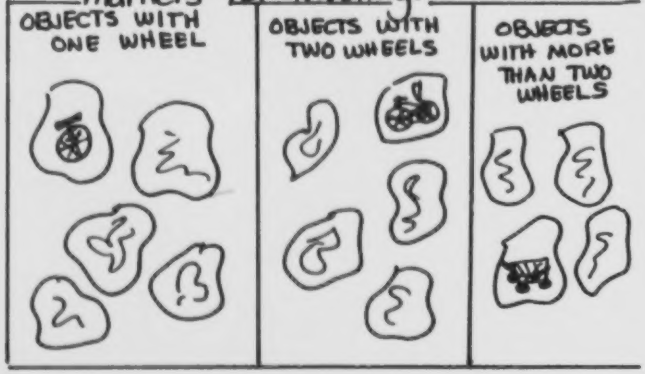
The children will place the machines they drew in the correct room of the house (e.g. egg beater-kitchen, screwdriver-garage, etc.)

Learning Center

Wheel Quantity Classification

Activity 76 Page 65

Materials: Catalogues containing pictures of wheeled items
scissors
butcher paper
glue
markers for labelings

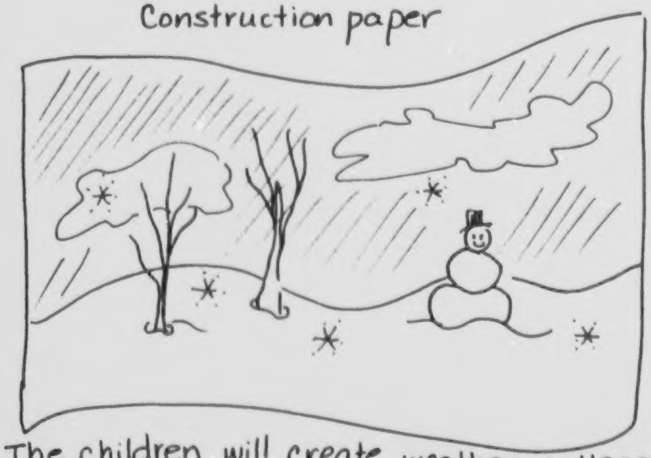

OBJECTS WITH ONE WHEEL
OBJECTS WITH TWO WHEELS
OBJECTS WITH MORE THAN TWO WHEELS

The children will cut out wheeled objects and mount under appropriate heading (e.g. one-wheeled, two-wheeled, more than two wheels)

Art Center

Weather Collages Project #10 Page 17

Materials: Butcher paper
paints
Drawing paper
Markers
Scissors
Glue
Construction paper

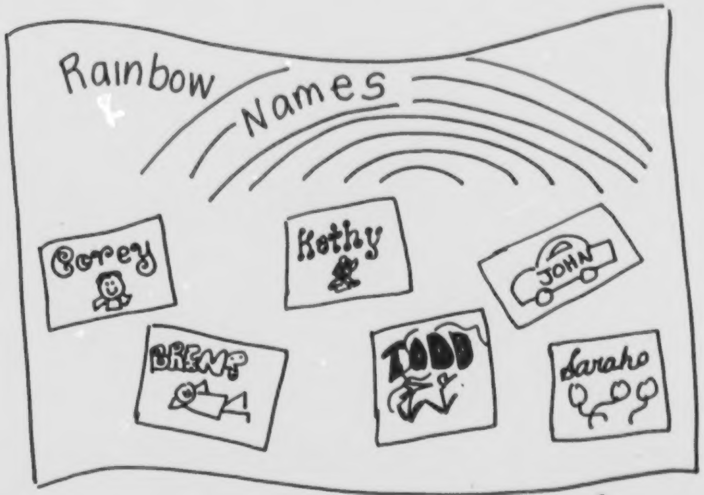


The children will create weather collages by using butcher paper and painting background scenery for a particular season (snowy grounds, gray clouds, barren trees) They will draw and cut out appropriate items to add to the scenery (e.g. children building a snowman, sledding, etc.)

Learning Center

Rainbow Names Activity 3 Page 38

Materials: found in art center



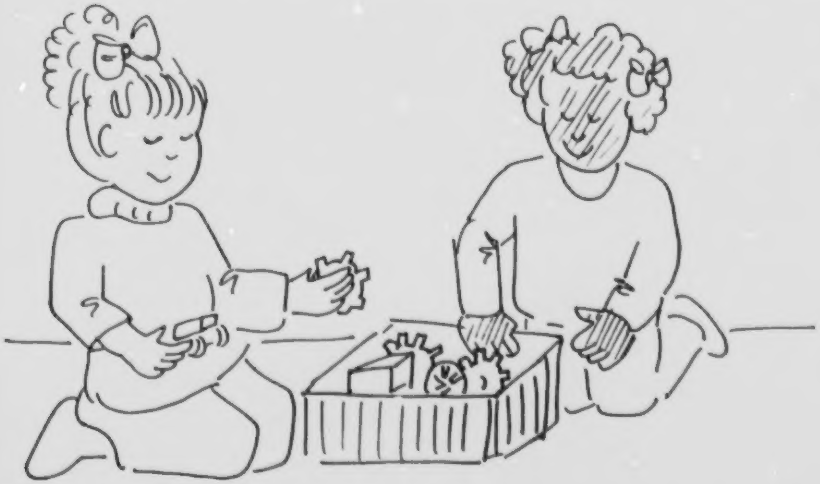
The children will use their favorite lettering samples and print their names in plain, fancy, curved, looped or other styles on a large mural. The Children use three favorite colors to draw and decorate their names. They may add a small color sketch of themselves to the name mural.

Learning Center

Gear Toys Activity 77

(Page 65)

Materials: Capsela
Lego Blocks
Other construction toys that
work with gears



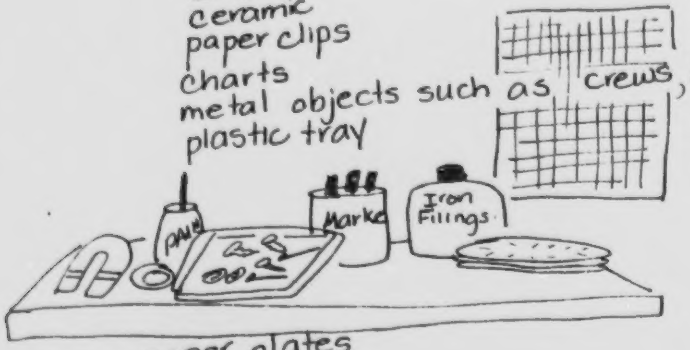
The children will use the toys to invent their own moveable constructions.

Learning Center

Project 15 A-E

Magnet Table (Pages 19 and 20)

Materials: Variety of magnets, including three
small circular magnets
bar magnets
U-magnets
horseshoe
cylindrical
ring
disc
ceramic
paper clips
charts
metal objects such as crews, nuts,e
plastic tray



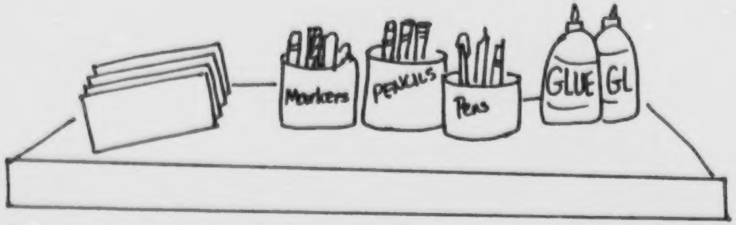
paper plates
markers
cake pans
paint
shoebox lids
iron filings - secured in plastic bottles
large iron nails
grid paper

Refer to each activity. Note of warning: Iron filings should be secured in plastic bottles so that bottle can not be opened by children.

Learning Center

Postcard Memories Activity 143 page 94

Materials: Poster board of postcard size
markers
pens
pencils
paper
glue



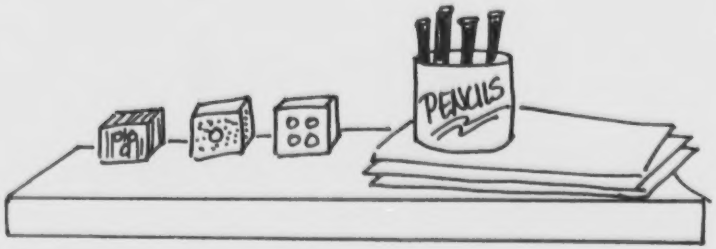
The children will create a postcard that they might send back from a trip to the ocean or beach. They will write the card to anyone they desire, but it should contain information and be formatted ready to mail.

Learning Center

Activity 88 Pages 70 and 71

Greater Than/Less Than

Materials: Paper
Pencils
3 different colored dice



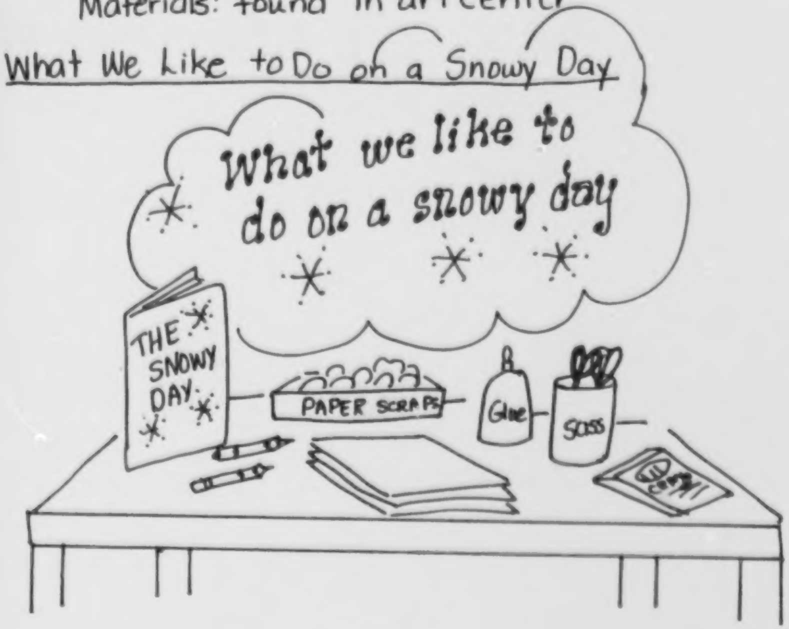
One colored die represents the hundreds, another the tens, and the third the ones. Children will work in pairs taking turns rolling the3 die and writing down the 3digit number indicated, i.e. 143 and 521. They will determine whether the first number is greater than or less than (or equal to) the second number and write the proper symbol between the numbers. 143<521 After playing several times, each pair may exchange papers with another to practice reading and to check for errors.

Learning Center

The Snowy Day Activity 64C page 58

Materials: found in art center

What We Like to Do on a Snowy Day

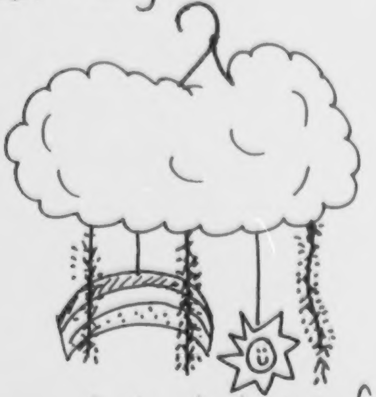


Use Ezra Jack Keats book The Snowy Day as a reference to illustrate what we like to do on a snowy day using a variety of collage.

Learning Center

Weather Mobile Activity 46 Page 53

Materials: newsprint
- shredded paper or polyester fiber
- silver tinsel
- tape
- crayons
- construction paper
- coat hangers

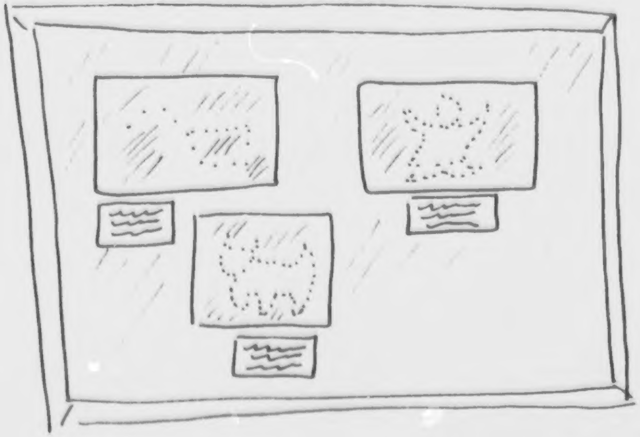


Cut out pairs of cloud shapes from newsprint. Stable them together over a wire coat hanger. Stuff with shredded paper or polyester fiber to create a soft sculpture appearance. Place ends of plastic silver tinsel on strips of tape. Fold the tape lengthwise over the bottom of a white wire hanger to simulate rain. Color spectrum colors on a cardboard rainbow arch with crayons. Add constructi paper sun onto mobile.

Learning Center

Constellation Patterns Activity 115 (page 81)

Materials: Black construction paper
straight pins
duplicated constellation patterns
cards
markers

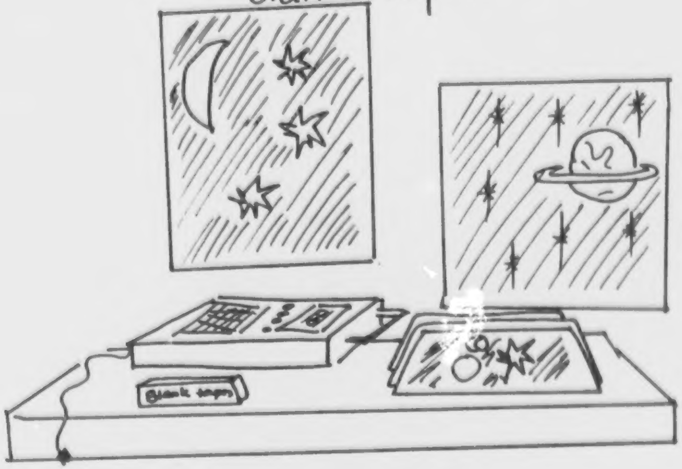


The children will select a pattern, place the black paper behind it, and use a straight pin to make pinholes so that light can shine through the paper in the pattern of the stars. These will be displayed on a window with cards prepared by children

Learning Center

Add-a-part Stories Act. 121 page 84

Materials: space related pictures
tape recorder
blank tapes



One student will choose a picture and start a story based on it. After one or two sentences, student 1 will help, and student 2 will add more to the story. This will continue until each child has added a part. The story will be taped by the children and put in a listening center.

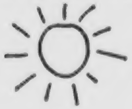
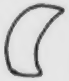
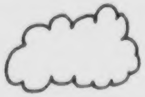
Level I

Investigations

Name______________________

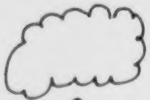
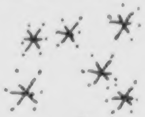
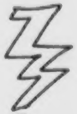
Darken the circle under the correct answer.
(Teacher reads the question.)

1. Our greatest source of energy is from the

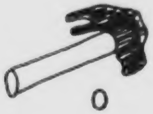
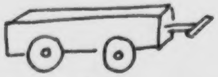
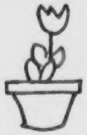
○ ○ ○

2. Which does not come from water?

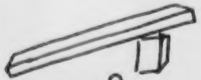
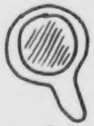
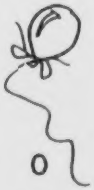
○ ○ ○

3. Which object could you use to help move a heavy box?

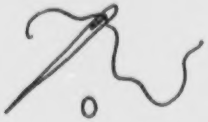
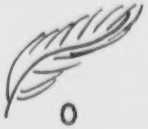
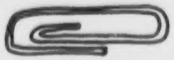
○ ○ ○

4. Which is a simple machine?

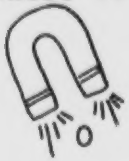
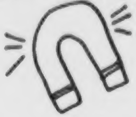
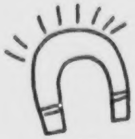
○ ○ ○

5. Which object will not be attracted to a magnet?

○ ○ ○

6. Where is a magnet strongest?

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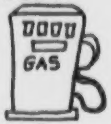
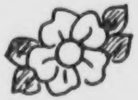
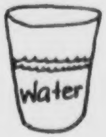
7. What can be found in all 3 stages of matter?



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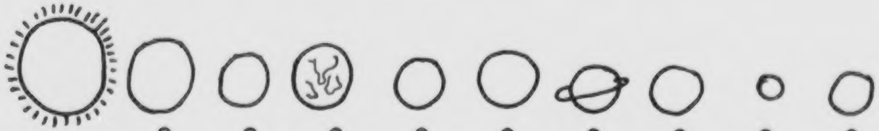
8. Which is earth?



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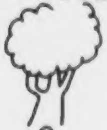
9. What breaks up the colors of the sun?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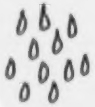
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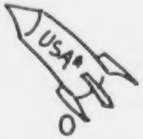


○

10. How many planets are there?

15 ○
5 ○
9 ○

11. John's magnet picked up 15 objects. Sue's magnet picked up 30. How many objects in all?

15 ○
50 ○
45 ○

12. Which letter is missing in the word ea_th?

s ○
r ○
f ○

13. Which sign will fit the sentence:

8 ○ 8 = 16

+ ○
- ○
= ○

14. Which is a compound word?

playground ○
holiday ○
race car ○

15. Circle T if the sentence is true. Circle F if the sentence is false.

a. There is more land than water on earth. T F

b. The ocean has salty water. T F

c. Salt water weighs more than fresh water. T F

d. It takes 24 hours for the earth to make a full rotation. T F

e. Unlike poles in magnets are attracted to each other. T F

f. A screw is a machine. T F

g. Wheels make our work easier. T F

h. Moons give off light of their own. T F

i. The sun is our major source of energy. T F

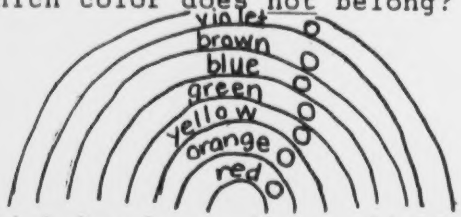
j. We should never look directly at the sun. T F

Level II

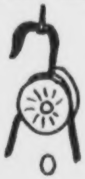
Investigations

Name ______________________________

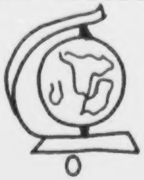
1. Which color does not belong?


violet ○
brown ○
blue ○
green ○
yellow ○
orange ○
red ○

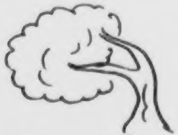
2. Which breaks up the sunlight into colors?

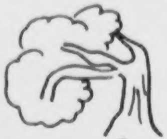

○

○


○

3. Which shows that no wind is blowing?


○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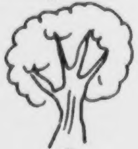
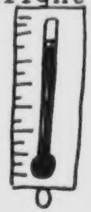
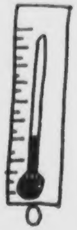
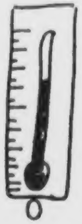

○

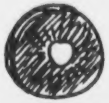
4. Which thermometer is in the direct sunlight?

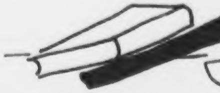

○

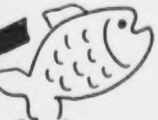

○

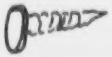

○

5. Which is not a machine?

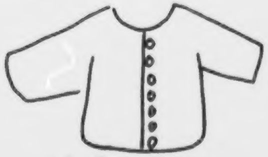

wheel
○

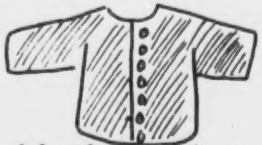

lever
○

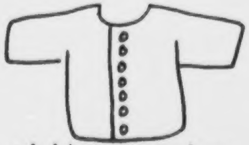

fish
○


screw
○

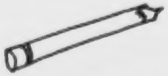
6. Which will keep you the warmest?

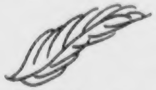

pink sweater
○

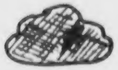

black sweater
○


white sweater
○

7. Which would take longer to fall?


pencil
○


feather
○


rock
○

8. Billy picked up 20 pins with his magnet. Mary picked up 14 pins with her magnet. Bret picked up 45 pins.

a. Who picked up the most pins?

Billy	Mary	Bret
○	○	○

b. How many more did Billy pick up than Mary?

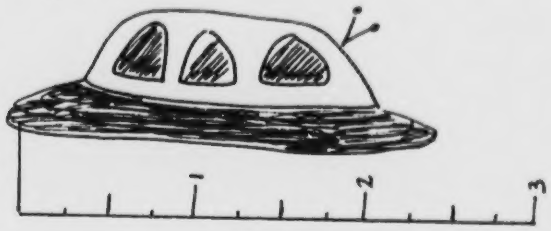
6	10	31
○	○	○

c. How many pins did Mary and Bret pick up together?

34	59	65
○	○	○

e. How many pins did they pick up altogether?

9. Measure the length of the flying saucer to the nearest 1/4 inch.



2 1/4 inches	3 inches	1 1/4 inch
○	○	○

10. Circle T if the sentence is true. Circle F if the sentence is false.

a. The first spacecraft was Sputnik. T F

b. The largest planet is Mercury. T F

c. The earth takes about 365 days to revolve around the sun. T F

d. One way to store water is in a reservoir. T F

e. The earth is 97% land. T F

f. The water in oceans is called salt water. T F

g. One way we find out about things is by experimenting. T F

h. Water can be found as a solid, liquid, and a gas. T F

Level III

Investigations

Name ____________________

1. If you mix blue and yellow paint, you get:

green	orange	purple
○	○	○

2. A magnet attracts:

paper	iron	copper
○	○	○

3. When the ends of two magnets push away, they:

attract	repel	bend
○	○	○

4. The force that causes things to fall to earth is called:

evaporation	lever	gravity
○	○	○

5. Which is not an example of friction:

○ rubbing your hands together
○ striking a match
○ blowing a bubble

6. Magnets will attract through:

wood	glass	paper
○	○	○

7. Light will not pass through materials that are:

transparent	translucent	opaque
○	○	○

8. One kind of animal that lives in the ocean is:

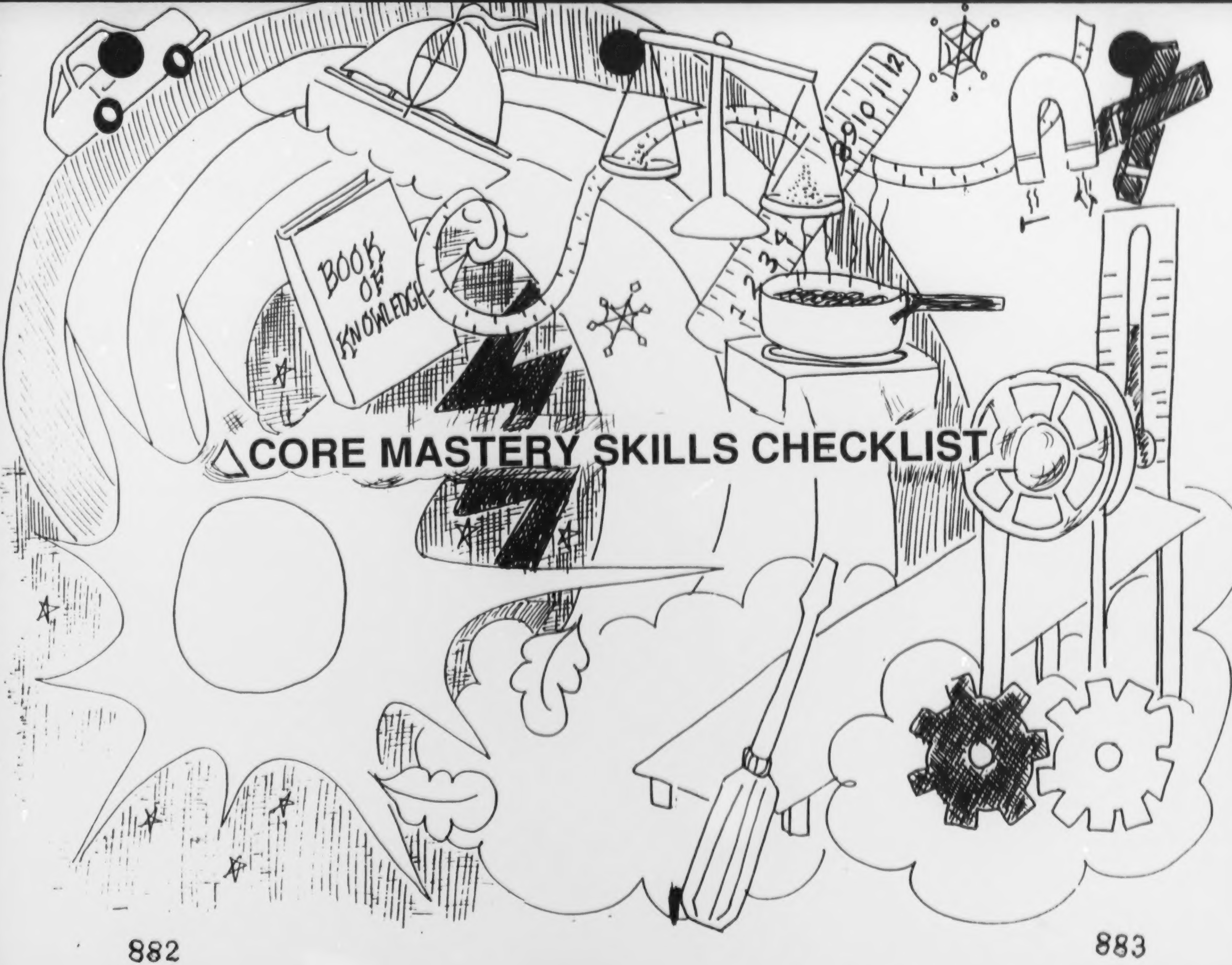
coral	goldfish	frog
○	○	○

9. Continental shelves are found in

deserts	oceans	mountains
○	○	○

10. The earth is the _________ planet from the sun.

ninth	seventh	third
○	○	○


BOOK OF KNOWLEDGE
1 2 3 4
8 9 10 11 12

△CORE MASTERY SKILLS CHECKLIST

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - READING

*42 Recognize words on a word list for reading instruction and on a vocabulary list for reading functional literacy skills (difficulty increases).	
*44 Recognize words and phrases from basic reading texts (basal list, language experience stories, etc.) (difficulty increases)	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - MATH

C*3 Identify numerals 0 to 99.	
C7 Identify the meaning of numbers 0-20.	
C8 Write numerals 0 to 20.	
C15 Identify cardinal numbers to indicate how many objects are in a given set (0-20).	
C17 Identify ordinal numbers to indicate the position of an object in a row (first-fifth).	
C18 Identify the number of 10's and ones for a given 2-digit number.	
C35 Extend visual, auditory/physical pattern.	
C55 Add 1- and 2-digit numbers without regrouping.	
C56 Indicate instant recall for the basic addition facts with sums no larger than 10.	
C63 Subtract one-digit numerals.	
C87 Identify a shape that's divided into fourths from a given group of divided shapes.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - MATH (Page 2)

C134 Identify a penny, nickel and dime from a set of coins or pictured sets of coins.	
C*138 Indicate correct time using pictures of clocks and showing specified times to the hour.	
C*139 Identify the relationship between days and a week.	
C*217 Identify circle, square, triangle, and rectangle from a given group of shapes.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - ENGLISH

C33 Produces lower case letters from memory.	
C34 Produces upper case letters from memory.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - SCIENCE

C32 Identify objects/substances by using the five senses.	
C38 Arrange objects in order from smallest to largest.	
C65 Recognize the sun as a major source of energy.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - READING

C*42 Recognize words on word list for reading instruction and on vocabulary list for reading functional literacy skills (difficulty increases).	
C44 Recognize words and phrases from basic reading texts (basal list, language experience stories, etc.) (difficulty increases).	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - MATH

C9 Write numerals 21 to 100.	
C*21 Identify number words 11-20.	
C*57 Add 2-digit numbers with and without regrouping.	
C*88 Identify a shape that is divided into thirds from a given group of divided shapes.	
C140 Identify the value of a set of pennies, nickels, and dimes not to exceed the value of 50¢.	
C141 Identify the correct time using pictures of clocks showing a specified time to the half-hour.	
C142 Identify a relationship between months and years.	
C144 Measure using an inch or centimeter.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - SOCIAL STUDIES

C2 Recognize basic human emotions of anger, happiness, and unhappiness.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - SCIENCE

C39 Distinguish between objects made of one material and those made of more than one material (mixtures).	
C64 Classify objects according to their sizes, positions, and motion with respect to the observer (e.g., large-small, high-low, near-far, etc.).	

● No sign of this

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✓ Does inconsistently

X Does almost always

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Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - READING

C*41 Use linguistic context clues to predict a word in a sentence.	
C*42 Recognize words on a word list for reading instruction and on vocabulary list for reading funtional literacy skills (difficulty increases).	
C43 Recognize sight words and phrases from language experience stories and in directions within the school environment.	
C44 Recognize words and phrases from basic reading texts (basal list, language experience stories, etc.) (difficulty increases).	
C*56 Recognize base words and their affixes (difficulty increases).	
C*60 Match words and phrases with their literal meanings (difficulty increases).	
C*61 Follow written directions.	
C*64 Identify main idea - explicit.	

● No sign of this

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X Does almost always

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Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - READING (Page 2)

C*70 Draw/support conclusions.	
C*72 Predict probable outcomes.	
C*81 Identify character traits, motives and feelings.	
C*87 Alphabetize to second letter to locate information.	
C105 Identify table of contents of a book.	

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Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MATH

C*22 Identify number words 9999.	
C*40 Compare 2 numbers through 999 using >, <, =.	
C58 Add two or three 3-digit numbers with and without regrouping.	
C*89 Identify a shape that is divided into fifths from a given group of divided shapes.	
C*145 Identify the value of a set of coins through $1.00 (pennies, nickels, dimes, quarters).	
C*147 Identify the correct time using pictures of clocks showing a specified time to the quarter hour.	
C*148 Identify the number of days and weeks in a year.	
C*149 Identify the appropriate unit in which to measure length (inches, feet, yards, centimeters, and meters).	
C*150 Measure using 1/2 inch.	
C240 Use data on a given bar or picture graph to answer a given question.	

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Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - ART

C1 Produce drawings to create recognizable images.	
C5 Produce a three-dimensional object from plastic material (i.e., modeling clay or paper).	

● No sign of this

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Third check - green
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Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - ENGLISH

C346 Write complete declarative sentence.	
C347 Write complee interrogative sentence.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
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Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - HEALTH

C8 Recognize that all living things need food.	
C9 Recognize the necessity for practicing sanitary measures in handling food.	
C11 Select wholesome snacks.	

● No sign of this

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Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MUSIC

C1 Respond to basic beat.	
C3 Show appropriate bodily response to music.	

● No sign of this

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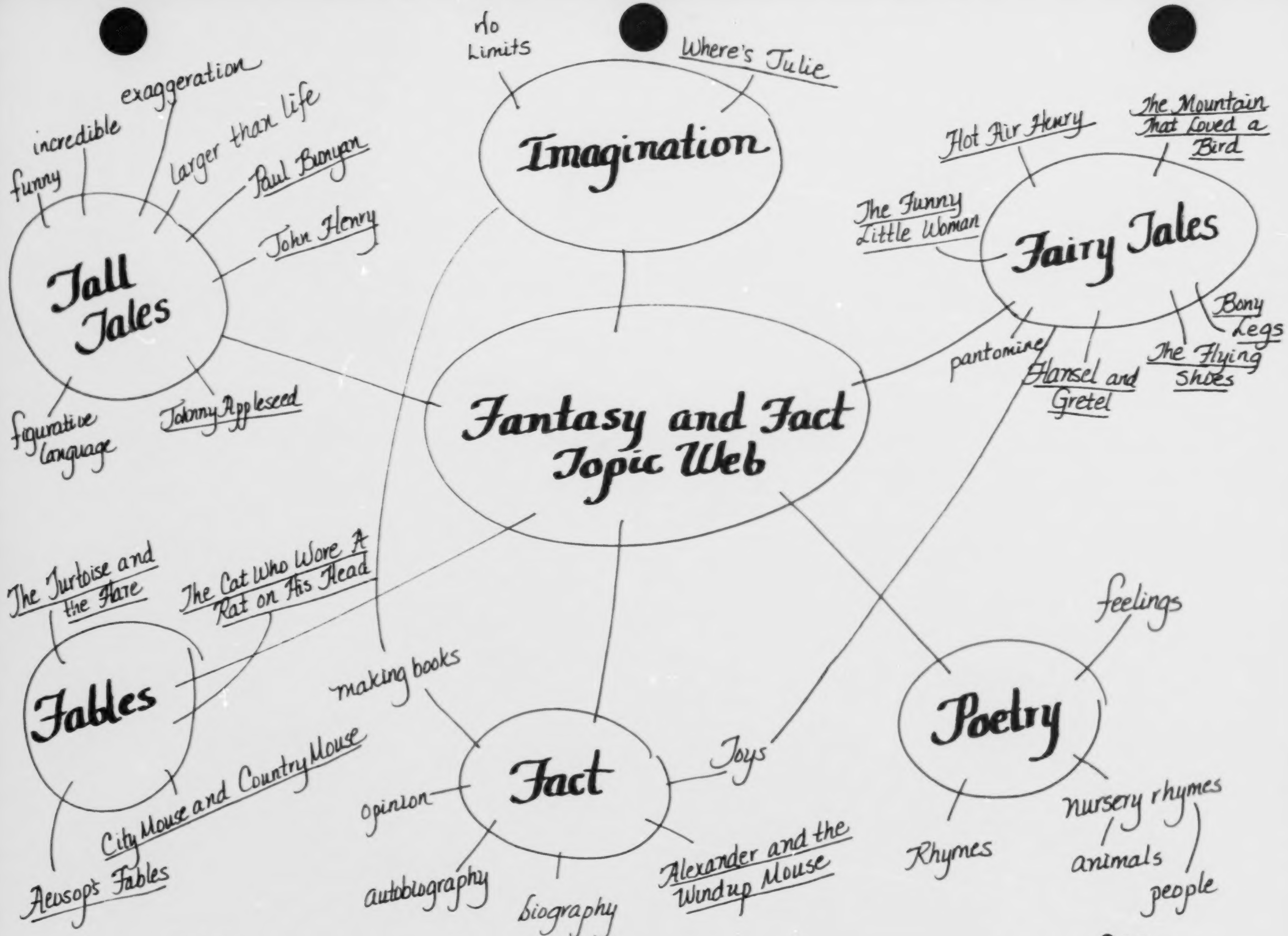
Sixth check - black

FANTASY AND FACT

Tom Thumb
Johnny
Apple Seeds


Fantasy and Fact Topic Web
Imagination
No Limits
Where's Julie
Tall Tales
funny
incredible
exaggeration
larger than life
Paul Bunyan
John Henry
figurative language
Johnny Appleseed
Fairy Tales
Hot Air Henry
The Mountain That Loved a Bird
The Funny Little Woman
Bony Legs
The Flying Shoes
Hansel and Gretel
pantomine
Fables
The Turtoise and the Hare
The Cat Who Wore A Rat on His Head
City Mouse and Country Mouse
Aesop's Fables
Fact
making books
opinion
autobiography
biography
Alexander and the Windup Mouse
Toys
Poetry
feelings
Rhymes
nursery rhymes
animals
people

TITLE OF UNIT Fantasy and Fact

GENERAL GOALS TO GUIDE PLANNING:

1. KNOWLEDGE
    - a) Knowledge of self
    - b) Knowledge of others
    - c) Math concepts and systems
    - d) Knowledge of the physical world
    - e) Knowledge of cultures
    - f) Knowledge of the linguistic world
    - g) Knowledge of the biological world
    - h) Knowledge of the technical world
    - i) Knowledge of the arts & artifacts
    - j) Knowledge of past
    - k) Concept of the future
2. SKILLS
    - a) Creative thinking
    - b) Logical thinking
    - c) Physical control
    - d) Interaction & Communication
    - e) Visual form-making
    - f) Self-help
    - g) Musical
    - h) Artistic
    - i) Metacognitive processing
    - j) Decision making
    - k) Technology application
    - l) Problem solving
    - m) Stress management
    - n) Expression of ideas, feelings, and knowledge
3. ATTITUDES & DISPOSITIONS
    - a) Independence
    - b) Curiosity
    - c) Openness
    - d) Autonomy
    - e) Confidence in problem solving
    - f) Eagerness to learn new things
    - g) Appreciation for the fine arts
    - h) Persistence to overcome adversity
    - i) Flexibility
    - j) Appreciation for beauty and harmony
    - k) Appreciation of other cultures
    - l) Respect for self and others
    - m) Appreciation of cooperation
    - n) Personal sense of morality
    - o) Responsibility
4. FEELINGS
    - a) Trust
    - b) Concern for others
    - c) Competence & self worth
    - d) Positive feelings toward learning
    - e) Feeling that mistakes are a worthwhile component of the problem-solving process
    - f) Feelings of safety and security
    - g) Feelings of personal effectiveness
    - h) Feelings of inter-connectedness
    - i) Sense of meaning and purpose

METHODS OF EVALUATION:

(PA) Product Analysis
(ECS) Experience Chart Summary
(UT) Unit Test
(CCF) Checkout Card File
(C) Checklist
(P) Photographs
(IT) Informal Test
(WC) Writing Checklist
(O) Observation
(V) Videotape
(AR) Anecdotal Record
(RC) Reading Checklist
(L) Listening
(PF) Portfolio
(SSC) Social Skills Checklist
(MC) Math Checklist
(AT) Audio Tape

UNIT GOALS FOR FANTASY AND FACT

KNOWLEDGE

a. The children will begin to develop the stated concepts related to literature.
b. The children will learn characteristics of three major types of fantasy tales: tall tales, fairy tales, and fables.
c. The children will learn about poetry and will study various poetic styles.
d. The children will begin to understand the many steps involved in writing, editing, and publishing a book.
e. The children will begin to conceptualize the meaning of "imagination" and will explore various uses of the imagination.
f. The children will expand their knowledge of artistic elements through study of book illustrations and art prints.
g. The children will begin to understand metric units of measurement.
h. The children will learn more about the various places serving as settings for the focus books.
i. The children will expand their vocabularies and their knowledge of word structure.
j. The children will further develop their knowledge of plant growth.
k. The children will expand their concepts of how books can be used.
l. The children will expand their knowledge of animals and animal tracks.
m. The children will continue to develop their knowledge of ways to measure clock time, calendar time, and temperature.
n. The children will expand their knowledge of nutrition.
o. The children will expand their knowledge of meaning in relation to printed text.

SKILLS

a. The children will continue to expand writing and thinking skills through planning and development of various writing projects.
b. The children will improve oral communications skills as they report about the various work they have completed.
c. The children will use a variety of factual books to gain new information about the topics of study in the unit.
d. The children will improve reading skills as they read from their writing and from books used in the unit.
e. The children will expand skills of measurement through application to various projects.
f. The children will apply social skills through cooperative group work.
g. The children will practice and expand letter writing skills.
h. The children will use prediction in both reading and mathematical activities.
i. The children will apply science and art skills in making casts of animal tracks.
j. The children will expand their mathematical skills through practice with counting, geometry, measurement, number operations, classification, sorting, graphing, clock time, calendar time, and fractions.
k. The children will practice skills of report writing in relation to the study of factual information.
l. The children will interpret the meaning of simple rhymes and poems.
m. The children will practice using various marks of punctuation.
n. The children will follow written directions to develop a project.
o. The children will use context clues, phonetic analysis, picture cues, and other reading aids to predict and decode print.
p. The children will apply editing skills and will edit their own stories and those supplied by the teacher for this purpose.
q. The children will practice using money.

ATTITUDES AND DISPOSITIONS

a. The children will develop positive attitudes toward writers and the writing process.
b. The children will develop positive dispositions toward imagination and creativity.
c. The children will develop positive attitudes toward cooperation and individual differences.
d. The children will demonstrate positive attitudes toward reading and writing by selecting reading as choice activities.
e. The children will develop curiosity in relation to scientific study topics.
f. The children will develop appreciation for a variety of different types of literature.

FEELINGS

a. The children will identify and verbally describe the feelings they believe book characters would have felt in various situations.
b. The children will feel successful in sharing the products of their work.
c. The children will express positive feelings for their friends through a poetry form.
d. The children will describe their feelings of fright and the methods they use for coping with them.

EMERGING CONCEPTS

Real and Make-Believe

1. Some books are about real people and events.
2. Other books are about make-believe people and events.
3. Facts can be proven; people's opinions are based on their own feelings.
4. Writers use different words in different ways to tell different kinds of stories.
5. Writers create their stories through words and pictures.

Rhymes

6. Poetry is a special kind of writing.
7. There are many different kinds of poetry.
8. Some poems rhyme; some do not.

9. Some poems are nonsense poems; some are serious.
10. Nursery rhymes are nonsense rhymes.
11. Some poems are about fantasy; some are about real events and people.
12. Poems evoke special feelings and create word-pictures.

Imagination and Fantasy

13. Imagination is creating fantasies and thinking of new ideas.
14. Things that could not happen are fantasy.
15. Some books are about everyday people and animals who do imaginary things.
16. Some books are about imaginary people and animals who do everyday things.
17. Stories can be acted out.

Fables

18. A fable is a story that teaches a lesson.
19. Some fables are traditional; others are modern.
20. Aesop wrote famous fables long ago.
21. Many fables have animals for characters.
22. The lesson of a fable is called the moral.
23. Many fables were handed down by word-of-mouth before being written down.

Tall Tales

24. A tall tale is a story about a person whose abilities are exaggerated.
25. Tall tales contain larger-than-life characters, exaggerations, incredible happenings, and humor.
26. Paul Bunyan is a larger-than-life lumberjack.
27. John Henry is a larger-than-life railroad man.
28. Johnny Appleseed planted apple trees all over the United States.

Fairy Tales

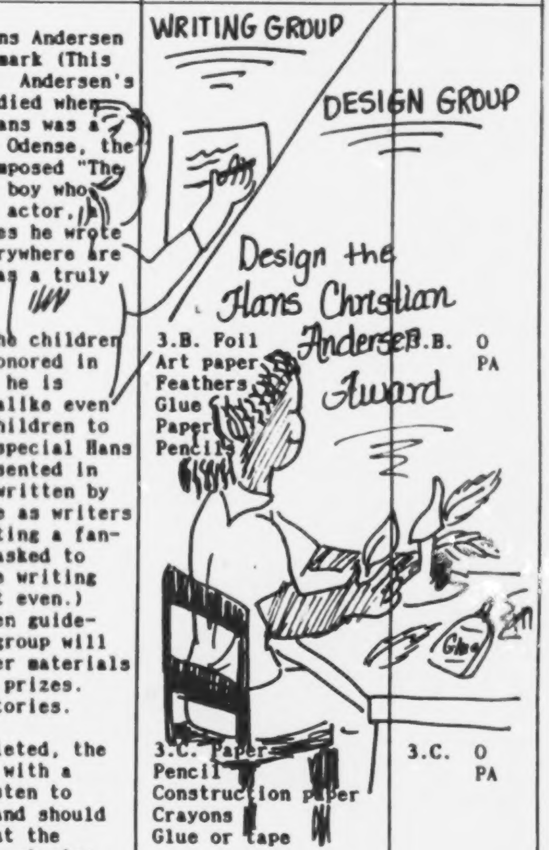
29. Fairy tales were passed down orally for a long time before being written down.
30. Fairy tales come from many countries.
31. There are many different versions of the same fairy tale.
32. Fairy tales may be about people or animals.
33. Fairy tales have several common elements:
    a. Things often occur in sets of three.
    b. Stories begin with "Once upon a time."
    c. There are good and bad characters.
    d. There is often magic.
    e. Good triumphs over evil.
    f. Stories often end with "and they lived happily ever after."

True Stories

34. Some books contain information that is true.
35. It takes many people to make a book.
36. Biographies and auto-biographies are about real people.
37. Reference books contain information.

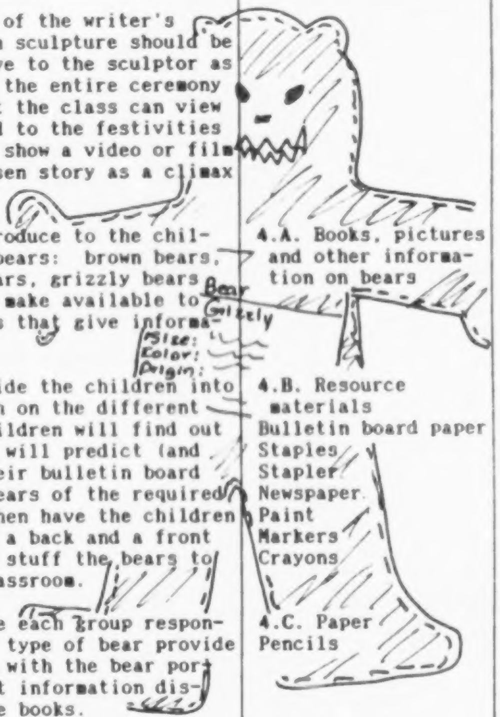
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
1. Where's Julius	1.A. The children will listen and participate as the teacher leads a discussion of pretending using the imagination.	1.A. R.3,4,115_1 E.299_2	1.A. R.C*64, C*66,C*70, C*74,C*81, 115 E.124_1 C*83_2	1.A. After reading the book Where's Julius to the children, the teacher will discuss the idea that imagination is a type of make-believe. By using our imaginations, we can pretend in our minds that different things are happening. Sometimes we can pretend through our play, and that is what Julius liked to do. The teacher will ask the children to describe some of the things they like to pretend. These will be written by the teacher on a chalkboard or on experience chart paper.	1.A. Book, Where's Julius Chart paper/markers or Chalkboard/chalk to be at Grandmoms. to pretend to be playing - I like to pretend to be at the lake. - I like to be at Tommys.	1.A. L ECS
	1.B. The children will successfully use a stichery center set up in the classroom by the teacher.	1.B. E.5,6,23, 24,25,27, 28 R.10,115_1 R.115_2 R.115_3	1.B. A.C22 R.115_1 R.115_2 R.115 A.42_3	1.B. The teacher will suggest that the children make an Imagination Big Book. Each child who chooses to participate will need to bring a large brown paper grocery bag with at least one blank side. The grocery bags will be cut apart and the blank paper made a standard size by the teacher. These can be put in a learning center with: scissors that will cut yarn; blunt darning needles; colored markers; and matching colors of yarn. The teacher will show the children how to draw an outline picture with the colored markers and stitch over it with the colored yarn to create an embroidery-like effect. The teacher will ask each child to think of some place s/he would like to visit (in the imagination, as Julius did) and to draw that picture on the paper bag to become a page in the book. The teacher will remind the children that details in the drawing will help them to tell their story.	1.B. Large grocery bags Blank paper Scissors Yarn Blunt darning needles Colored markers 	1.B. PA
	1.C. The children will write stories about places they imagined they might visit.	1.C. E.4,13,16, 37,38,39_1 E.35,36, *149_3	1.C. E.83,*184, *185,344, *357_1 E.*57,394_2 E.45,46, *184,373_3	1.C. The teacher will have the children write stories on 8 1/2" x 11" white construction paper, and the stories will be mounted on the backs of grocery bag pages so that they are next to the embroidered pictures that they tell about. These will be fastened with rings.	1.C. 8 1/2" x 11" White construction paper Glue Pencils Metal rings	1.C. PA WC
	1.D. The children will add details to a big book.	1.D. C*105_3	1.D. R.C*105_1 E*154_3 C*106_3	1.D. Children will be selected to complete the cover drawings and to work on the Title Page and the Table of Contents. A checkout card pocket will be glued in the back.	1.D. Markers Paper Checkout cards and pockets Glue	1.D. PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	1.E. The children will read their own stories to the group and the group will use the book independently.	1.E. R.3,112, 113,114	1.E. H.22 C.23$_1$ R.C*42$_3$	1.E. The teacher will allow time for the children to share with the class. The book will then be made available in the class library, and the teacher will encourage the children to read the book to each other.	1.E. Children's books	1.E. O CCP
2. Pinocchio Feelings Mural	2.A. The children will retell a story emphasizing the major events.	2.A. R.8,9$_1$	2.A. R.C*64, C*66,C*74$_1$ R.115$_2$ E.316$_3$	2.A. The teacher will read the children an abridged version of Pinocchio. The teacher will divide the children into groups of three or four. The teacher will ask the groups to retell the major events in the story, with each group adding to the event contributed by the prior group and will write down the story.	2.A. Chart paper Markers Book, Pinnochio by W. Disney	2.A. O ECS
	2.B. The children will recreate the story using a visual interpretation.	2.B. M.C*87 R.4,115$_1$ R.115$_2$ R.115$_3$	2.B. M.C*87 R.115 H.22$_1$ A.2 R.115$_2$ R.115$_3$	2.B. The teacher will explain that a large piece of mural paper has been divided into sections and that each group will have its own section. The teacher will tell the children that the mural paper will be put in a specific location for them to add to using paint and other materials. The children will first be required to decide together what they can put in their square to represent the major event they described. The mural will be completed by the children over a series of several days. All the children will get a chance to work on their group's section of the mural.	2.B. Large piece of mural paper Paint Paintbrushes Water Newspapers Smocks	2.B. O PA SSC P
	2.C. The children will write about the feelings of a story character.	2.C. R.C*70, C*74,C*81 E.37,38,39$_1$ R.C*70, C*81$_3$	2.C. E.*184$_1$ R.C*71 E.299$_2$ R.C*69$_3$	2.C. After the mural is completed, the teacher will have the children in each group decide together how they think Pinocchio felt during that episode of the story. The children will write about how Pinocchio felt and why he had those feelings, and the written descriptions will be displayed with the mural.	2.C. Paper Pencils	2.C. PA
3. Hans Andersen Awards Festival	3.A. The children will listen to stories by and music related to Hans Christian Andersen.	3.A. R.114$_1$ R.114$_2$ R.114$_3$	3.A. H.20,C23 SS.50 R.114$_1$ R.114$_2$ R.114$_3$	3.A. The teacher will read several selections from the work of Hans Christian Anderson over a period of days ("The Ugly Duckling," "The Emperor's New Clothes," and "The Real Princess" are especially appropriate for this age). The teacher will introduce some of the music from the musical "Andersen" (children like "The Ugly Duckling") and will tell something about Hans' life. "Wonderful, Wonderful Copenhaben," from the Andersen sound	3.A. Variety of stories written by Hans Christian Andersen Sound track from "Andersen" or another related record or tape	3.A. O L


WRITING GROUP
DESIGN GROUP
Design the Hans Christian Andersen Award
Glue

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				track, introduces the fact that Hans Andersen spent much time in Copenhagen, Denmark (This can be located on a map or globe). Andersen's father was a poor cobbler, and he died when Hans was only eleven years old. Hans was a favorite friend of the children of Odense, the little island of his birth, and composed "The Ugly Duckling" to tell to a little boy who lived there. Hans wanted to be an actor, a dancer, or a singer, but the stories he wrote for the children he befriended everywhere are what won him fame and honor. He was a truly great storyteller.		
	3.B. The children will design Hans Andersen statues and write fantasy stories.	3.B. R.115$_1$ R.115$_2$ R.113,115$_3$	3.B. R.115 A.C22 H.22 E.37,38,39, 83,124, *184,352$_1$ R.115 A.40$_2$ R.113,115 A.C5,42$_3$	3.B. The teacher will explain to the children that Hans Christian Andersen was honored in many ways during his lifetime, and he is remembered by children and adults alike even today. The teacher will ask the children to imagine that they are to design a special Hans Christian Andersen award to be presented in honor of the best fantasy stories written by the class or that they will compete as writers for the Hans Andersen Award by writing a fantasy story. The children will be asked to sign up for the design group or the writing group. (Group sizes should be kept even.) Each group of children will be given guidelines by the teacher. The design group will use foil, paper, feathers, and other materials to create sculptures to be used as prizes. The writers are to write fantasy stories.	3.B. Foil Art paper Feathers Glue Paper Pencils	3.B. O PA
	3.C. The children will make decisions related to story elements.	3.C OC.37$_3$	3.C. H.C23 E.38,39, *360$_1$ OC.C31, OC.C34$_2$ OC.17$_3$	3.C. When the tasks have been completed, the teacher will help pair each writer with a sculptor. The sculptors should listen to their partners read their stories and should decide what they like the best about the story. The writers will copy their stories in neat writing and can mount it on construction paper and decorate the margins. (A copy can be made for the writer.)	3.C. Paper Pencil Construction paper Crayons Glue or tape	3.C. O PA
	3.D. The children will participate in a Hans Andersen Awards Festival.	3.D. R.3,4$_1$	3.D. OC.1$_2$	3.D. A final awards ceremony will be held when the partners take the floor and the sculptors present the awards they have made to the writers with a short speech about what they	3.D. Camera/film Videorecorder/videotape	3.D. V P

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				thought was the best part of the writer's story. (A picture of each sculpture should be made by the teacher to give to the sculptor as a momento.) If possible, the entire ceremony will be videotaped so that the class can view it together later. To add to the festivities the teacher might want to show a video or film of a Hans Christian Andersen story as a climax to the project.		
4. Big Bears	4.A. The children will listen as the teacher introduces five types of bears.		4.A. S.C20$_1$ OC.C34$_2$	4.A. The teacher will introduce to the children five major types of bears: brown bears, black bears, spectacle bears, grizzly bears and polar bears, and will make available to the children factual books that give information about each of these.	4.A. Books, pictures and other information on bears	4.A. O
	4.B. The children will use tools to measure paper to make bears of specified sizes.	4.B. E.1,2,3$_1$ M.C*144$_2$ R.C*114 M.C*150$_3$	4.B. M.C*144$_1$ OC.C34$_2$ R.C*92, C*114 A.42 M.C*155$_3$	4.B. The teacher will divide the children into five groups to do research on the different species of bears. The children will find out how big the bears are and will predict (and then measure) how long their bulletin board paper must be to create bears of the required size. The teacher will then have the children measure the paper and cut a back and a front of the required size, and stuff the bears to display in the hall or classroom.	4.B. Resource materials Bulletin board paper Staples Stapler Newspaper Paint Markers Crayons	4.B. O PA
	4.C. The children will write a summary of bear facts.	4.C. R.114$_1$ M.C9$_2$ E.344$_3$	4.C. R.114 E.38,39,82, 83,352$_1$ M.C92 M.C244$_3$	4.C. The teacher will have each group responsible for research on one type of bear provide a written summary to hang with the bear portraits about the pertinent information discovered through use of the books.	4.C. Paper Pencils	4.C. PA WC
5. Moon-Shadow	5.A. The children will listen as the teacher reads a book and organizes the class into cooperative work groups.	5.A. R.62	5.A. R.C*64, C*66,*70 H.22	5.A. The teacher will read the book The Moonshadow by Frank Asch to the children and will divide the children into four work groups. Each group will work in sequence. The teacher will also provide a workspace (bulletin board or mural paper) divided into four areas.	5.A. Book, The Moonshadow by Frank Asch 4 large areas of bulletin board	5.A. O



Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	5.B. Each group of children will re-create a segment of the story in sequential order.	5.B. E.339 R.3,4,7,62, 115_1 R.115_2 R.115_3	5.B. R.C*63, C*74,115_1 R.115_2 R.115 A.25,42_3	5.B. With Group I the teacher will discuss the first main event in the story. The children will then use construction paper, markers, and a variety of materials to recreate this incident. Group II will look at Group I's work, orally interpret what is portrayed in Group I's mural, and add a second primary event to the visual display. Group III will begin with the work of Groups I and II and add segment III, and Group IV will add a fourth part to conclude the main events in the story.	5.B. Construction paper Pencils Crayons Markers Glue Scissors	5.B. O L PA
	5.C. Each group will prepare a written description of the visual illustration.	5.C. R.4_1	5.C. E.37,38,39, 82,83,352_1 E.375_2 E.373,374_3	5.C. The teacher will have each group provide a written explanation to display on the space with their visual.	5.C. Paper Pencil Group murals	5.C. PA
	5.D. A representative from each group will read the narrative developed by the group.	5.D R.C*42_1 R.C*42_2 E.C*43, C*357_3	5.D R.C*42_1 R.C*42_2 E.394_2	5.D. The teacher will put up the completed visual display and it will be viewed by the class as a member of each group reads the re-created segment of the story upon which s/he worked.	5.D. Group murals	5.D. L RC
6. Feely Fables	6.A. The children will listen as the teacher describes the concept of texture in art.	6.A. R.3,4 E.19_1	6.A. A.*22_1	6.A. The teacher will introduce the topic of texture in art by showing the children a variety of art prints that look as though we could feel various textures if we touched them. (Illustrations in books such as Frederick by Leo Lionni and The New Baby Calf by Edith Chase could substitute for larger art prints if they are not available.) With the children the teacher will brainstorm things that could be used to create texture: cardboard, sandpaper, clay, crushed leaves, pebbles, salt, sticks, foil, cloth, torn paper, etc.	6.A. Chart paper Markers Art prints Frederick by L. Lionni The New Baby Calf by E. Chase	6.A. L
	6.B. The children will work with their parents/caregivers to create a visual textured interpretation of a selected fable.	6.B. R.4,114,115 E.1_1 R.114,115_2 R.114,115_3	6.B. A.*22 R.114,115_1 R.114,115_2 R.114,115_3	6.B. As a take-home project the teacher will ask each child to have his/her parents, caregivers, or older siblings read a fable to the child. (Since fables are so short, the teacher might send home a copy of a common fable with the child, in order that a variety of fables can be selected.) The child will then make a poster to illustrate the fable.	6.B. Copies of various fables Instructional notes	6.B. PA

Things used to Create Texture

Mary Anne - cardboard

remy - clay

Daphne - sand paper

ela - crushed leaves

rah - cloth

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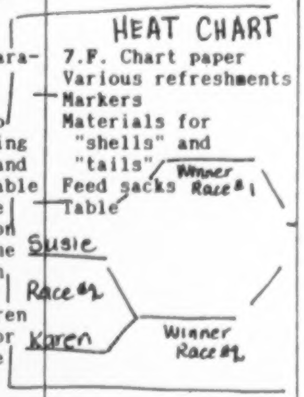
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	6.C. The children will orally present their fables for the class and will answer questions asked.	6.C. E.340$_1$ E.299,300$_2$	6.C. H.C22 R.C*64,C*66 E.124$_1$ OC.18,C20 E.129$_2$	6.C. The teacher will provide time for presentation of the posters and for children to tell a little about their fables so that other children might become interested in reading the same fable. The teacher and other children in the class will ask questions about how the various textures were created and about important parts of the story.	6.C. Feely Fable posters	6.C. L O
7. The Great Race	7.A. The children will participate in a discussion of "The Tortoise and The Hare."	7.A R.114$_1$ R.114$_2$ R.C*64, C*66,C*70$_3$	7.A. R.C*64, C*66,C*70 C.114$_1$ R.114$_2$ R.114$_3$	7.A. The teacher will read the children the fable of The Hare and the Tortoise. After discussing the book and talking about the surprise ending, the teacher will suggest to the children that they might want to have their own race.	7.A. Book, The Hare and the Tortoise by B. Wildsmith (or another story version)	7.A. O
	7.B. The children will list things needed in order to have a race.	7.B. R.3,4$_1$ E.299$_2$	7.B E.61$_2$	7.B. The teacher will have the children think of what they will need in order to have a big race: a track, tortoise and hare costumes, a starter and timekeeper, a schedule of "heats" so that all in the class can participate if they want to, etc. The list generated by the class will be written down for future reference.	7.B. Chart paper Marker	7.B. L ECS
	7.C. The children will listen to a visitor talk about racing and will attend a race.	7.C. SS.13$_1$	7.C. H.20,C23$_1$ H.50$_3$	7.C. The teacher will invite a coach from the high school to come and talk about how athletes condition themselves for a race. If possible, the children will be taken to a high school track meet in order to notice all the things that go on there. If this is not possible, the teacher may be able to get a videotape of such an event.	7.C Resource person Forms for field trip Optional VCR/TV	7.C. O
	7.D. The children will choose roles to play in relation to the race.		7.D. H.22,24$_1$ H.35$_2$	7.D. After the visits the teacher will have the children develop their own one-week conditioning schedule. Those children who want to participate as racers will be divided into teams. Other children will also be divided into work groups.	7.D Paper Pencils	7.D. O SSC
	7.E. Selected children will use metric tools to prepare a race course.		7.E. S.C36 M.C*144$_1$ M.C*150$_2$ M.C150,155$_3$	7.E. The teacher will involve the children in using metric measuring tools to lay out a race track of dimensions specified by the children (or by the visiting coach). The problem of	7.E. Metric tape measures Metric rulers	7.E. O

We will need...
A track
Starter
schedule
tortoise
timekeeper
hare costumes

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				how to mark a track in the grass will be solved through group discussion and negotiation.		
	7.F. The children will work in groups to complete specific responsibilities.		7.F. H.22,C23, 24$_1$ H.C58$_3$	7.F. The teacher will suggest that in preparation for the big race different groups of children will need to take on different responsibilities: preparing heat charts so that names can easily be filled in, preparing refreshments to sell at the refreshment stand and deciding on prices that will be reasonable and cover expenses, making "shells" for the Tortoise racers and sewing rabbit "tails" on feed sacks for Hare costumes. Rules for the race will be developed by the children with help from the teacher. (The teacher will likely have to act as arbiter as the children attempt to determine an equitable system for giving the Tortoises and the Hares the same advantages.	7.F. Chart paper Various refreshments Markers Materials for "shells" and "tails" Feed sacks Table  HEAT CHART Winner Race #1 Susie Race #2 Karen Winner Race #2	7.F. O PA SSC
	7.G. The children will write invitations to spectators.	7.G. E.C33,C34$_1$ E.35,36,37, 38,39,148, 149$_2$ E.67,184$_3$	7.G. E.37,38,39, *148,*149, *153,*184, *185$_1$ E.42,43,44 45,46,47$_3$	7.G. Various groups of children will handle the tasks identified. One group may also be in charge of making invitations to invite the principal, the class next door, and/or parents to the Big Race.	7.G. Paper or note-cards Markers Pencils Crayons	7.G. PA WC
	7.H. The children will carry out the plans and will participate in evaluating the success of the race.	7.H. E.299,300$_2$	7.H. H.21.22	7.H. The race will take place and afterwards the teacher will meet with children to evaluate its success. The teacher can write down what the children say in reaction to the questions: "What things would you do the same if we had another race?" What things should be changed if we have another race?"	7.H. Chart paper Markers or Chalkboard Chalk	7.H. O L ECS AR
8. Literary Differences	8.A. The children will identify stories in which the main character is different than the norm.	8.A. R.1,2,3,4$_1$ R.C*66, C*81$_3$	8.A. R.*66,C*81, 85$_1$ R.C*67, C*82$_2$	8.A. The teacher will tell the children that there are many stories where the main character is different than the other characters in the book. In Frederick, for example, Frederick was different than the other field mice because he daydreamed while they worked. Ask the children to think of other characters in stories they know who were different than their friends: (Peter Rabbit, The Ugly Duckling, Leo the Late Bloomer, etc.). As each	8.A. Frederick by L. Lionni Markers Chart paper	8.A. ECS L

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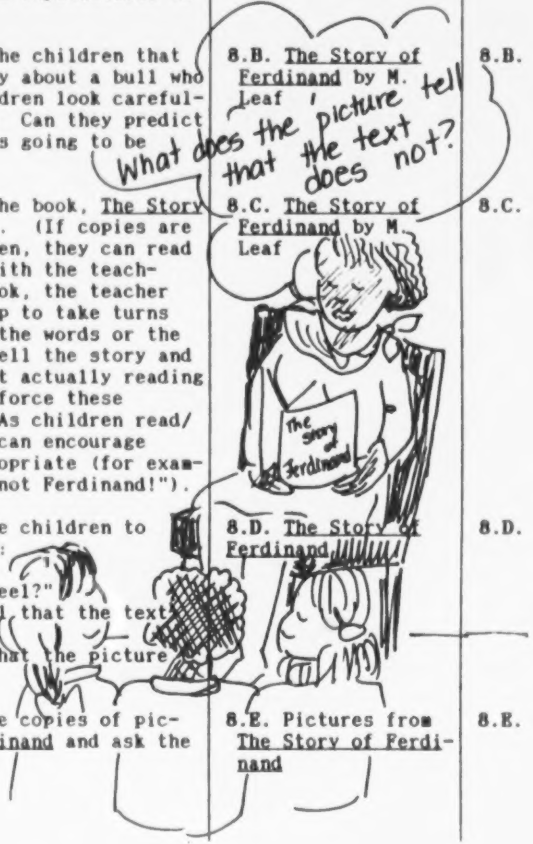
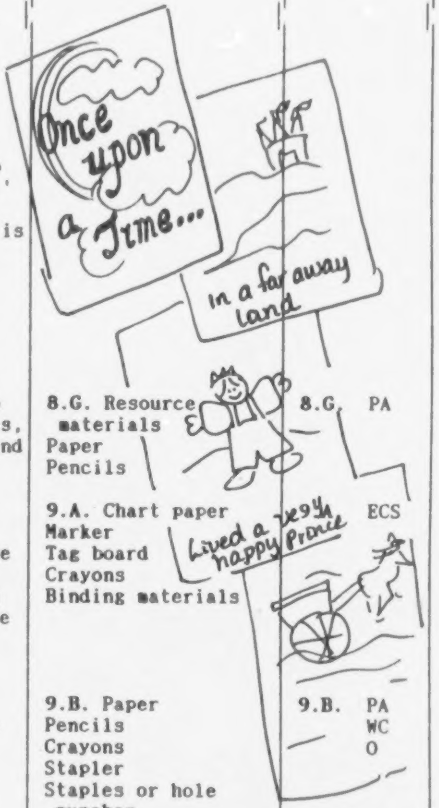
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				contribution to the list is made, let the children suggest why that character was different. List suggestions and explanations on an experience chart.		
	8.B. The children will use cover clues to predict book content.	8.B. R.3,4$_1$ R.40$_2$ R.C*81$_3$	8.B. R.C*81,85$_1$	8.B. The teacher will tell the children that s/he is going to read a story about a bull who is different. Have the children look carefully at the cover of the book. Can they predict what the bull in the story is going to be like?	8.B. The Story of Ferdinand by M. Leaf	8.B. L
	8.C. The children will listen as the teacher reads a story and then will re-tell it in their own words.	8.C. R.5,6,62$_1$ R.C*64, C*66,C*70$_3$	8.C. R.C*64, C*66,C*70, C*74$_1$	8.C. The teacher will read the book, The Story of Ferdinand to the children. (If copies are available for all the children, they can read along and turn their pages with the teacher's.) After reading the book, the teacher can ask children in the group to take turns reading a page using either the words or the pictures. (If children re-tell the story and relate to the meaning without actually reading words, the teacher will reinforce these attempts to make meaning.) As children read/tell the story, the teacher can encourage group response as it is appropriate (for example, with the refrain, "But not Ferdinand!").	8.C. The Story of Ferdinand by M. Leaf	8.C. O L
	8.D. The children will comprehend and discuss various features of the book Ferdinand the Bull.	8.D. R.3,4,114$_1$ E.299, R.114$_2$ R.114$_3$	8.D. R.C*70, C*81,85 114$_1$ R.114$_2$ R.114$_3$	8.D. The teacher will ask the children to respond to such questions as: "What do you see?" "What does this make you feel?" "What does the picture tell that the text does not?" "What does the text tell that the picture does not?"	8.D. The Story of Ferdinand	8.D. L
	8.E. The children will sequence pictures from the book, The Story of Ferdinand.	8.E. R.7,62, E.339$_1$		8.E. The teacher will provide copies of pictures from The Story of Ferdinand and ask the children to sequence them.	8.E. Pictures from The Story of Ferdinand	8.E. O

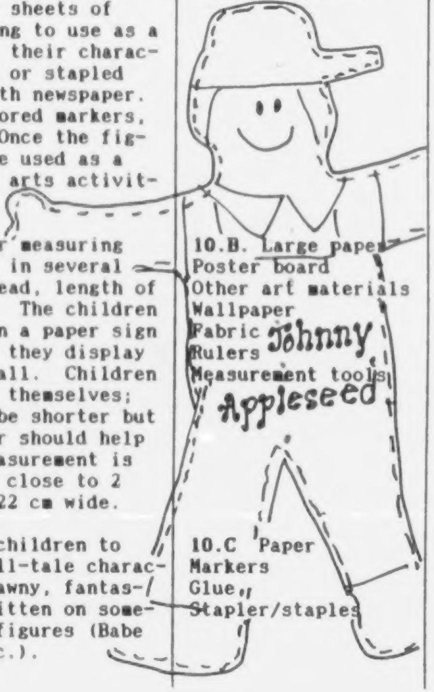

What does the picture tell that the text does not?
The Story of Ferdinand

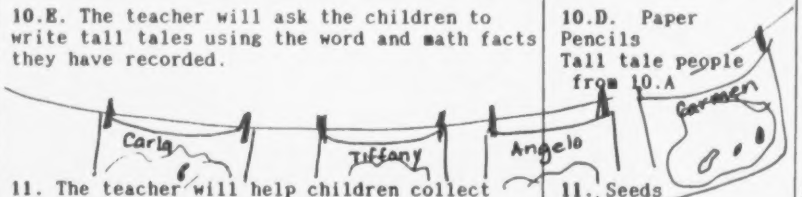
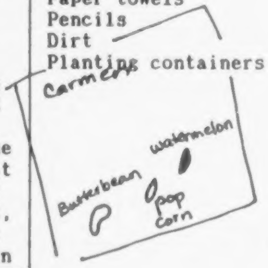
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	8.F. The children will comprehend and discuss major elements in the story.	8.F. R.3,4,114_1 E.299 R.114_2 R.C*60,C*60 C*64,C*66, C*70,C*81 114_3	8.F. R.C*60, C*64,C*66, C*70,C*81, 114_1 R.114_2 R.114_3	8.F. The teacher will use discussion questions to point out major comprehension elements of the story: "How is Ferdinant different from the other bulls?" "What sort of name is Ferdinand?" "What kind of stories begin with 'Once upon a time'?" "What are some of the words that are used in the story to describe Ferdinand?" "Which of these two sentences do you like best? Why?" a. 'But not Ferdinand.' b. 'Ferdinand, however, did not like to do what the other bulls liked to do.' "What does Ferdinand like to do?" "Can you find something in a picture that is really an impossible happening?" "What do you think Ferdinand's mother thought about her son?" "What things in the story make you think that it is a fantasy book and not a fact book?"	8.F. Book, The Story of Ferdinand by M. Leaf	8.F. L AR
	8.G. The children will choose to do independent study of Spain.		8.G. E.38,39,82, 83,344,352	8.G. The teacher will let those children who want to do further study on Spain, bullfights, matadors, etc., prepare individual reports and share them with the class.	8.G. Resource materials Paper Pencils	8.G. PA
9. Fantasy	9.A. The children will recognize that they are artists, authors, and illustrators by participating in the creation of a class book.	9.A. R.3,8,9 E.1,C33, C.34_1 E.35,36,37, 38,39_2	9.A. E.37,38,39_1 E.43,44,45, 46,47_3	9.A. The teacher will guide the children in writing a collaborative fantasy story. The children will dictate or write the story. The teacher will then put several sentences at the bottom of tag board pages. The children will illustrate and the teacher will bind the book.	9.A. Chart paper Marker Tag board Crayons Binding materials	ECS
	9.B. The children will create books of their own design.	9.B. E.1,C33, $C34_1$ E.35,36,37, 38,39_2	9.B. E.37,38,39, C*149, *184,*185, 256,344, C346,352, *357,$*360_1$ E.61,62, 394_2	9.B. The teacher will have paper and other materials available for the children to make their own fantasy books.	9.B. Paper Pencils Crayons Stapler Staples or hole puncher	9.B. PA WC O


Once upon a Time...
in a far away land
Lived a very happy Prince

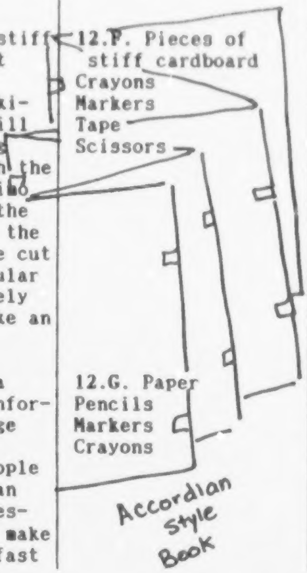
Unit Title Fantasy and Fact

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
10. Tall Tale People	10.A. The children will create large portraits of the tall tale heroes studied in this unit.	10.A. E.1,2,3,4, 5,6,12,23, 24,25,27 R.115$_1$ R.115$_2$ R.115, A.C1,C5$_3$	10.A. A.C22 H.22 R.115$_1$ R.115$_2$ R.115$_3$	10.A. The teacher will divide the children into cooperative work groups and will assign appropriate roles. The children will be given a tall tale character taken from the stories heard previously. Characters might include: Paul Bunyan and Babe; John Henry with his hammer; Johnny Appleseed and a basket of apples; Pecos Bill and his horse Widow-Maker; Davy Crockett and his coonskin cap. The teacher will give the children each two sheets of bulletin board paper 6' x 7' long to use as a base for making big pictures of their character. The figures will be laced or stapled around the edges and stuffed with newspaper. Details will be added using colored markers, yarn, fabric, wallpaper, etc. Once the figures are completed, they will be used as a base for measuring and language arts activities as described below.	10.A. Sheets of bulletin board paper 6' x 7' long Wallpaper scraps Markers Yarn Fabric Old newspapers Stapler/Staples	10.A. PA
	10.B. The children will use tools to measure characters and record information.	10.B M.1442 M.C*a49$_3$ M.C*150$_2$	10.B. M.144 and use of meters or yards. SC.36$_1$ M.C*150$_2$	10.B. Groups will use a ruler or measuring stick to measure the characters in several places--height, waist, across head, length of foot, length of leg, and so on. The children can record their measurements on a paper sign for their characters to hold as they display the characters in the room or hall. Children can also compare the figures to themselves; for example, a character might be shorter but wider than a child. The teacher should help the children understand that measurement is approximate--a character may be close to 2 meters tall, or between 10 and 22 cm wide.	10.B. Large paper Poster board Other art materials Wallpaper Fabric Rulers Measurement tools	10.C. O C PA MC
	10.C. The children will name descriptive words.	10.C. E.290$_1$ E.*291$_3$	10.C E.*291$_3$	10.C. The teacher will ask the children to think of words that describe tall-tale characters--big, enormous, strong, brawny, fantastic, etc. The words will be written on something that can be added to the figures (Babe the Ox, John Henry's hammer, etc.).	10.C Paper Markers Glue Stapler/staples	10.C L ECS



Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	10.D. The children will use descriptive words in a story.	10.D. R.3,4,8$_1$ E*35,36,37, 38,39,62 *148,*149$_2$	**10.E.** E.38,39, *184,344 *352$_1$ E.*291,394$_2$ E.42,43,44, 45,46,47$_3$	**10.E.** The teacher will ask the children to write tall tales using the word and math facts they have recorded. 	**10.D.** Paper Pencils Tall tale people from 10.A	**10.D.** WC PF MC
11. Apple Seed Sprouts	11. The children will plant apple seeds and other seeds.	11. E.1,10,11, 12,13,14, 15,16,17, 23,24,25 R.3,4$_{11}$ E.*195$_3$	11. H.24$_1$ E.*195, S.C11$_2$	11. The teacher will help children collect apple seeds and bring other "food" seeds from home (other fruit seeds, dry beans, popcorn, bird seed). Each child can lay several seeds on a damp paper towel and draw a paper "map" showing the sizes, shapes, locations, and colors of seeds. The children should write the dates on their papers. They can place their towels and seeds in small plastic bags. The children can check their seeds daily and record changes they note. Some seeds will germinate (though the apples may not) and the teacher can ask the children to describe what they see and draw what is happening on their papers. (Typically, roots will emerge first, then stems.) The germinated seeds are about twice their original sizes. The children can plant them in dirt and continue to monitor and record their progress. The teacher can plant some samples but not water them. The children can observe that many watered seeds grow and thrive while unwatered ones do not. Each child can make a seed collage or write a seed story.	11. Seeds Paper Crayons Plastic bags Paper towels Pencils Dirt Planting containers 	11. O L PA
12. Group Research	12.A. The children will complete a reading interest inventory.	12.A. R.4,113$_1$ E.299 R.113$_2$ R.113$_3$	12.A. R.113$_1$ R.113$_2$ R.113$_3$	12.A. The teacher will talk with the children about the use of books to find out information related to things in which they are interested. The teacher will then administer an interest inventory with questions such as the following: What do you wonder about? What do you like to read about? What would you like to study about with your friends?	12.A. Copies of an interest inventory	12.A. O

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	12.B. The children will work in groups to research specific topics.	**12.B.** R.112$_3$	**12.B.** H.22,24$_1$ R.C*92,112$_3$	**12.B.** From the information gathered in this way, the teacher will select five or six topics of research and will group children for their research.	**12.B.** Resource materials Paper Pencils	**12.B.** O
	12.C. The children will develop questions to guide their research.	**12.C.** E.183$_2$ E.185 C347$_3$	**12.C.** R.85 E.*185$_1$	**12.C.** The teacher will ask the children to work together to make a list of questions about their topic that they might answer by using books.	**12.C.** Paper Pencils	**12.C.** PA
	12.D. The children will select books that relate to their research topic.	**12.D.** R.114$_1$ R.114$_2$ R.114$_3$	**12.D.** R.114$_1$ R.114$_2$ R.114$_3$	**12.D.** The teacher will arrange for the children to visit the school and/or public library to check out books on their research topic.	12.D. Preparation and forms for field trip	**12.D.** O
	12.E. The children will prepare a written answer to a research question.		**12.E.** E.82,83,352	**12.E.** The teacher will have the children use the books they have collected to answer the research questions they formulated. Other information might be used as desired.	**12.E.** Resource books Paper Pencil	**12.E.** PA O SSC
	12.F. The children will represent the information they collected in written and visual form.	**12.F.** E.1,3,18 R.115$_1$ R.115$_2$ R.115$_3$	**12.F.** R.115$_1$ R.115$_2$ R.115$_3$	**12.F.** Each child will be given a page of stiff cardboard (posterboard, tagboard, or shirt cardboard). The children can decide on a theme for their book: trucks, whales, Eskimos, etc. The first piece of cardboard will be cut into the front or head of something selected by the children to correlate with the theme (for example: an igloo for the Eskimo theme). The last piece will be cut into the end of the tractor, the tail of the bird, the back of the igloo, etc. Book pages may be cut into a related shape or left in a rectangular shape. Pages are taped together alternately on the top and bottom in order to fold like an accordian.	**12.F.** Pieces of stiff cardboard Crayons Markers Tape Scissors	**12.F.** PA SSC WC AR
	12.G. The children will compile their completed research in a book form.	**12.G.** E.1,27$_1$ E.*184, *185$_3$	**12.G.** E.*184, *185$_1$	**12.G.** The teacher will ask each child in a group to contribute one or two pages of information to the book. At the top of the page the child may write the original research question (i.e., "Why can birds fly and people can't?" At the bottom of the page they can put a sentence or two that answers the question (i.e., "Birds have hollow bones that make them light. Birds can move the air very fast	**12.G.** Paper Pencils Markers Crayons	**12.G.** PA



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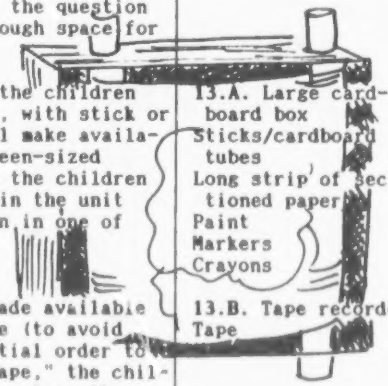
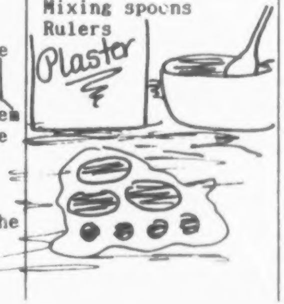
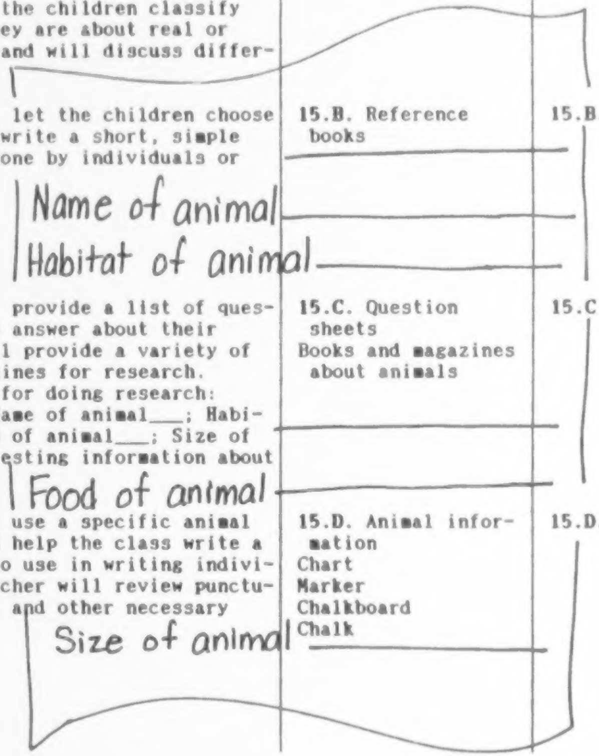
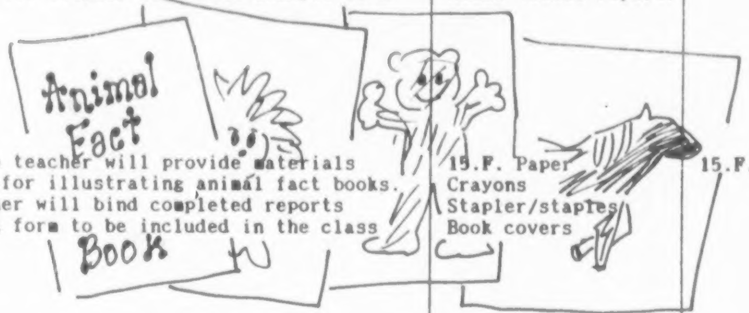
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				with their wings.") In between the question and the answer there will be enough space for a marker illustration.		
13. TV Story Hour	13.A. The children will make a TV roll-story about favorite books.	13.A. E.1,2. R.113,1151 R.113,115$_2$ R.113,1 A.C1$_3$	13.A. R.113,115$_1$ R.113,115$_2$ R.113,115$_3$	13.A. The teacher will provide the children with a large cardboard box "TV", with stick or cardboard tube rollers, and will make available long paper divided into screen-sized sections. The teacher will ask the children to choose a favorite book used in the unit and make a detailed illustration in one of the sections.	 13.A. Large cardboard box Sticks/cardboard tubes Long strip of sectioned paper Paint Markers Crayons	13.A. PA IT
	13.B. The children will tape a brief description of their selected book.	13.B. R.3,4,7,		13.B. A tape recorder will be made available to the children in a quiet place (to avoid distracting sounds). In sequential order to match the pictures on the TV "tape," the children will tell briefly about the story they illustrated. Their narration will be recorded to make a "sound track" for the visual tape.	13.B. Tape recorder Tape	13.B. AT
	13.C. The children will share their project with another class.	13.C E.340 R.3,4$_1$ OC.C37$_3$	13.C E.279$_1$ OC.C31$_2$	13.C. The teacher and children will present their TV show to another class to be used in a learning center and to introduce children in the neighboring class to some interesting literature.	13.C. Completed "TV Story Hour" project	13.C. O
14. Animal Tracks	14.A. The children will plaster cast animal footprints.	14.A. S.C32$_1$ M.C*150$_3$	14.A. S.C36 M.C*144$_1$ M.C*150$_2$ M.C*155$_3$	14.A. The teacher will help the children find and discuss footprints made by animals in the mud or sand (birds, dogs, other animals). The children can mix plaster with water to the consistency of thick cream soup and pour it carefully into some tracks. Prepare only the needed amount--"extra" will harden and be unusable. After 15-20 minutes, the children can pick up their plaster casts and carry them to the classroom. After several hours or the next day, the children can rinse their casts and examine them. They can measure their approximate sizes, count the number of toes, pads (if any), and describe their shapes. The children can use reference books (and common sense) to try to identify their prints.	14.A. Plaster Water Bowls or cans Mixing spoons Rulers  	14.A. O

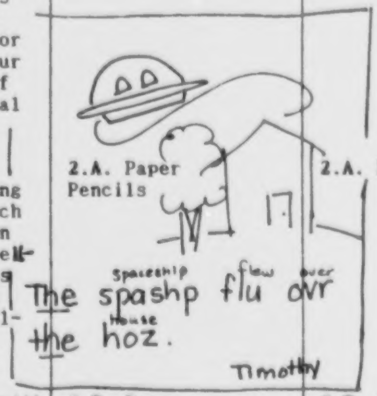
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	14.B. The children will write factual stories and display them with their labeled tracks.	14.B. E.35,36,37, 38,39$_2$ E.*184$_3$	14.B. E.37,38,39, 83,*184, 352$_1$ E.62,394$_2$ E.43,44,45, 46,47$_3$	14.B. The teacher will ask the children to compare the animal track casts with the footprint sponge activity done earlier. The children can write factual stories about finding, casting, and examining the prints. They can draw pictures of the animals they think made the prints. They can display their prints and reference books for others to see.	14.B. Paper Pencils Crayons	14.B. PA AR
15. Animal Fact Books	15.A. The children will categorize books and stories read in this unit.	15.A. R.2,4,113 114$_1$ R.113,114$_2$ R.113,114$_3$	15.A. R.113,114$_1$ R.113,114$_2$ R.113,114$_3$	15.A. The teacher will lead a discussion of books about animals read during this unit. The teacher will help the children classify books as to whether they are about real or make-believe animals, and will discuss differences.	15.A. Books	15.A. L
	15.B. The children will choose an animal on which to write a simple report.	15.B. E.35,36,37, 38,39$_2$ E.*184$_3$	15.B. H.24 E.37,38,39, 83,*184, 352$_1$ E.62,394$_2$ E.43,44,45, 46,47$_3$	15.B. The teacher will let the children choose an animal on which to write a short, simple report. Work may be done by individuals or small groups.	15.B. Reference books	15.B. L WC
	15.C. The children will look up specific information for a report.	15.C. R.114 E.30,31, 32$_1$ R.114$_2$ R.114$_3$	15.C. R.C*61, C*64,114$_1$ R.114$_2$ R.114$_3$	15.C. The teacher will provide a list of questions for the class to answer about their chosen animals and will provide a variety of animal books and magazines for research. Sample question sheet for doing research: Fill in the blanks: Name of animal___; Habitat of animal___; Food of animal___; Size of animal___; Other interesting information about animal___.	15.C. Question sheets Books and magazines about animals	15.C. O
	15.D. The children will observe how to put information into proper form (punctuation, capitalization, etc.) and will write a group report.	15.D. R.9 E.340$_1$ E.314,315$_2$ E.279,280, 289,*357$_3$	15.D. E.*357$_1$ E.61$_2$ E.C*319$_3$	15.D. The teacher will use a specific animal and question sheet and help the class write a report as an example to use in writing individual reports. The teacher will review punctuation, capitalization, and other necessary skills.	15.D. Animal information Chart Marker Chalkboard Chalk	15.D. O ECS

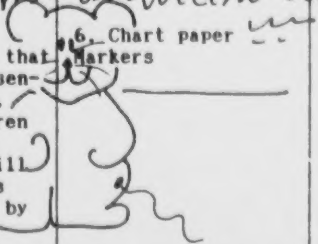


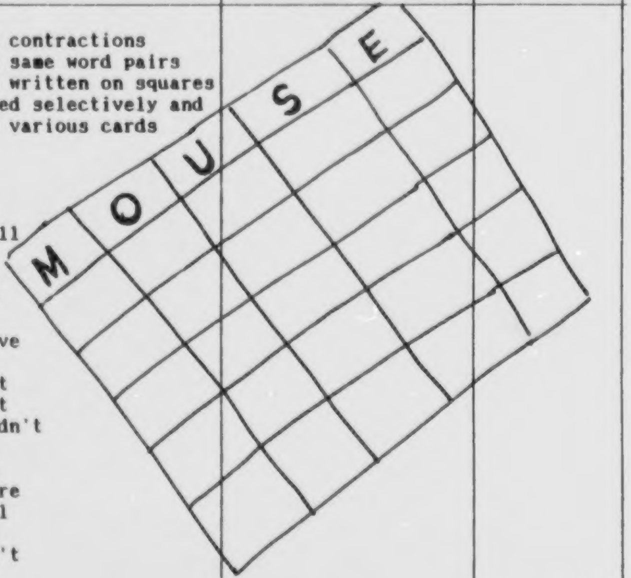
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	15.E. The children will write reports, using class example as a model.	**15.E.** R.4,C33, $C34_1$ E.35,36,37, 38,39,*148 $*149_2$ E.*67,*184, 342,344, $C346,*357_3$	**15.E.** R.37,38,39, 82,83, *148,149, 342,344, $C346,357_1$ $E.62_2$ E.42,43,44, $45,46,47_3$	**15.E.** The teacher will supervise the writing of reports, giving help as needed. The teacher will display the class example as a model.	**15.E.** Paper Pencils Model (class report)	**15.E.** WC
	15.F. The children will illustrate their reports in order to make books for the class library.	**15.F.** R.115 $E.1_1$ $R.115_2$ $R.115_3$	**15.F.** $R.115_1$ $R.115_2$ $R.115_3$	 **15.F.** The teacher will provide materials required for illustrating animal fact books. The teacher will bind completed reports into book form to be included in the class library.	**15.F.** Paper Crayons Stapler/staples Book covers	**15.F.** PA CCF
16. "About Me" Books	**16.** The children will help to measure and weigh each other and record data.	16. $M.C*144_2$	16. $M.144_1$	**16.** As the children study factual stories, and make class biography book pages, the teacher or assistant can help small groups of children measure and weigh each other and record data on "About Me" book pages. The children can compare their data to that they recorded at previous times during the school year.	**16.** Paper Meter or yard sticks Step-on scale Pencils	16. O SSC MC

Unit Title Fantasy and Fact

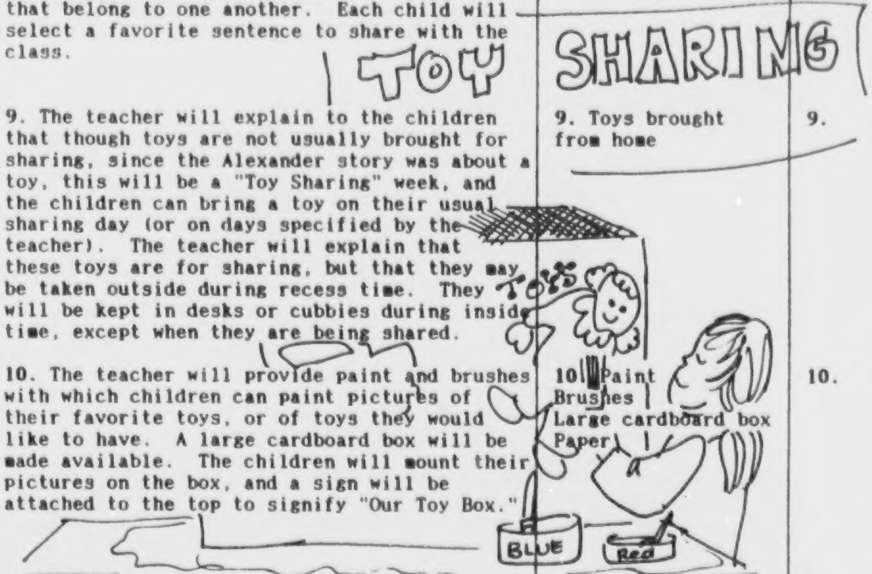
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Emphasis: Imagination						
1. Book: Where's Julius?	1. The children will listen to and discuss the book, Where's Julius?	1. E.299$_2$ R.C*64,66, C*72,81$_3$	1. R.C*64, C*65,C*70, C*81 E.183$_1$ E.C*81 R.C*71 OC.34$_2$	1. The teacher will read the book Where's Julius? to the class and will lead a discussion of the book, noting that the title is a question. Possible questions: Which meals were Julius' favorites? How can you tell? Who "ate" his meals? Why didn't he come for his meals? Would your parents cater to your imagination like Julius' did? What kind of places did Julius' tent become? What animal probably ate Julius' food?	1. Book, Where's Julius? by J. Burmingham	1. O L
2. Where Are You?	2.A. The children will write down adventures that would cause them to miss a meal.	2.A. R.4,8,24 E.31,32,33, 34,48$_1$ E.35,36,37, 38,39, *149$_2$ E.*184,344 C.346$_3$	2.A. E.32,37,38, 39,*67,83, *149,*184, 344,352$_1$ E.62,394$_2$ E.43,44,45, 46,47,373, 374^3	2.A. The teacher will ask the children to imagine an unappetizing meal and an exciting adventure that would cause them to miss such a meal. The teacher will have the children write down the adventure using invented spelling and will encourage the inclusion of as many details (animals, locations, etc.) as possible. The teacher will remind the children to start each sentence with a capital letter and end it with a period.	2.A. Paper Pencils	2.A. ECS
	2.B. The children will cut and paste to create a picture illustrating their adventure	2.B. R.115 E.1,3,4$_1$ R.115$_2$ R.115$_3$	2.B. R.115 A.C22$_1$ R.6,115$_2$ R.115$_3$	2.B. The teacher will give out materials with which the children may cut and paste an illustration of their adventure. These illustrations and descriptions may be bound into a book for the class library.	2.B. Paper Pencils Scissors Paste or glue Crayons Assorted materials	2.B. PA
3. All Kinds of Food	3. The children will listen for foods mentioned in Where's Julius? and will categorize them.	3. H.C8$_3$	3. H.C18,25, C26$_1$ M.C*250, H.C37,C39$_2$	3. The teacher will reread Where's Julius? and have children name foods mentioned in the book and tell the proper category for food (Meat/Vegetables & Fruit/Milk/Breads and Cereals). The teacher will list each food under the proper heading. The teacher will discuss whether or not Julius' mother prepared a healthful variety of foods and the reasons why variety is necessary.	3. Book, Where's Julius? by J. Burningham Marker Chart with categories	3. L
4. Book: I Hear a Noise	4. The children will listen to and discuss a book, I Hear a Noise.	4. R.4,340$_1$ R.C*64,C*66 C*70,C*81$_3$	4. R.C*63, C*64,C*66, C*70,C*81$_1$ R.C*65, C*67$_2$	4. The teacher will read the book, I Hear a Noise to small groups of the class. (Groups need to be small enough to allow children to see clearly the picture details.) After discussion of the book, paying special attention to picture details on the first six pages	4. Books, I Hear a Noise by Dianne Goode and Where's Julius? by J. Burningham	4. O L RC



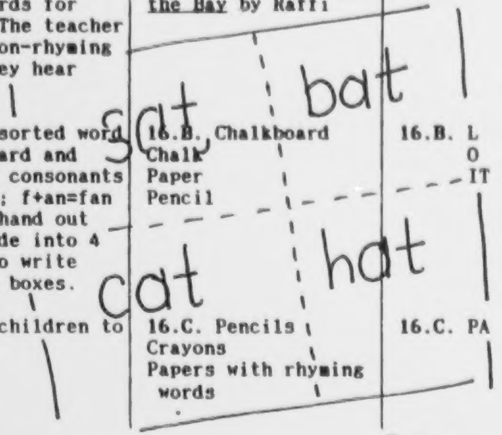
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				(expressions on stuffed rabbit, teddy bear, cat, toy, etc.) compare this book with Where's Julius? in terms of illustrations, parental involvement, use of imagination, animals, clothing, events, setting and realistic and imaginary parts. Scott- | Dale-	Things that could happen	
5. Alexander and the Wind-Up Mouse	5.A. The children will listen to a story and identify elements of fact and fantasy.	5.A. R.1,2,114$_1$ R.114$_2$ R.C*81,114$_3$	5.A. R.C*66, C*81,114$_1$ R.114$_2$ R.114$_3$	5.A. The teacher will read the book, Alexander and the Wind-Up Mouse. The teacher will discuss the meaning of the story and ask the children what things need to be added to the chart of "Things That Could Happen" and "Things That Could Not Happen." the est- Allie- | Lonnie-	5.A. Book, Alexander and the Wind-Up Mouse by L. Lionni Chart paper Markers	5.A. O L
	5.B. The children will brainstorm things that could and could not happen.	5.B. R.4, E.48$_1$	5.B. E.53,54,57, R.47^1	5.B. The teacher will make two charts with the headings, "Things That Could Happen," and "Things That Could Not Happen." The teacher will help the children brainstorm things to put on each chart. This will continue throughout the unit. rry- Things that could not | Chris-	5.B. Chart paper Markers	5.B. L ECS
6. Alexander Contractions	6. The children will identify contractions in sentences and tell what two words are being used together.	6. R.58 E.*228, 343$_3$	6. E.75,332$_1$ E.*229$_2$	6. The teacher will find examples of sentences in Alexander and the Wind-Up Mouse that contain contractions and will read these sentences to the children. (Example: let's, can't, I've.) The teacher will ask children to identify what two words could take the place of the contractions. The teacher will ask the children to brainstorm other words that are contractions. Those words named by the children will be written on a chart. 	6. Chart paper Markers	6. ECS L
7. M-O-U-S-E Game	7.A. The children will construct a contractions game.	7.A. E.1,3,5$_1$ R.58 E.75$_3$	7.A. E.75,343$_1$ A.42$_3$	7.A. The teacher will give the children large wind-up mouse patterns (approximately 15" x 12"). The children will work together (five in a group) to draw, cut-out, and color the mice. Strings can be tied into a hole punched in an appropriate place for a tail. The teacher will give the children duplicated gameboards with five inch-and-a-half squares across and six inch-and-a-half squares down. The children will glue the game squares on the boards. In the top row of squares will be the letters M-O-U-S-E. The children will make a set of gamecards to go with every four gameboards. The gamecard sets will consist of cards with the contractions written on one	7.A. Mouse patterns Pencils Crayons Scissors Gameboards String Hole puncher Glue	7.A. PA O SSC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				side and the words that the contractions represent on the back. The same word pairs and/or contractions will be written on squares of the gameboards. Words used selectively and arranged in random order on various cards might include: I will I'll I would I'd he will he'll they will they'll I am I'm can not can't let us let's I have I've they have they've it is it's has not hasn't did not didn't should not shouldn't he is he's she is she's they are they're she will she'll we are we're does not doesn't do not don't 		
	7.B. The children will participate in playing a contractions game.	7.B. R.3$_1$ R.19$_2$ R.58 E.75,332$_3$	7.B. E.75,332, 343 H.22$_1$	7.B. An adult will play with each group. (If the game is to be used in a learning center, a tape can be prepared ahead of time.) The adult will draw a card, read either side, and then use the word in a sentence. Players will look for the word or word pair that goes with the word/words read. If the word or word pair is located on the card, it will be covered with a token (bean, counter, milk jug top, etc.), as in BINGO. The first person in the playing group to fill a row horizontally or vertically will say "Wind-Up Mouse."	7.B. Contraction game Tokens (counters) Word cards Optional: Tape/ tape recorder	7.B. O SSC AT
8. Annie's Room	8.A. The children will listen as the teacher introduces the concept of possessive form.		8.A. E.70*$_1$ E.*229$_2$ E.*257$_3$	8.A. The teacher will read the following sentence from a page enlargement of the Alexander story: "One day when there was no one in the house, Alexander heard a squeak in Annie's room."	8.A. Chart paper Marker	8.A. O

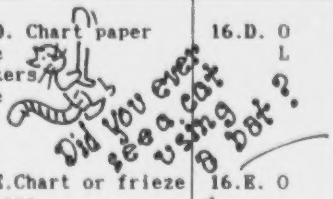
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				The teacher will circle the word "Annie's" and will discuss the possessive form as a way to show belonging. The word "apostrophe" will be used.		
	8.B. The children will use the possessive form in sentences.	8.B. E.39,62, *149$_2$ E.344$_3$	8.B. E.60,*70, 344,352, *360$_1$ E.*229, *257$_3$	8.B. The teacher will have the children work in pairs and make up sentences about things that belong to one another. Each child will select a favorite sentence to share with the class.	8.B. Paper Pencil	8.B. O L
9. Favorite Toys	9. The children will share their favorite toys.	9. R.3,4$_1$	9. OC.17$_3$	9. The teacher will explain to the children that though toys are not usually brought for sharing, since the Alexander story was about a toy, this will be a "Toy Sharing" week, and the children can bring a toy on their usual sharing day (or on days specified by the teacher). The teacher will explain that these toys are for sharing, but that they may be taken outside during recess time. They will be kept in desks or cubbies during inside time, except when they are being shared.	9. Toys brought from home	9. L
10. Toy Portraits	10. The children will paint pictures of toys they have or would like to have.	10. E.2,4 R.4,115$_1$ R.115$_2$ R.115$_3$	10. R.115$_1$ R.115,A.2$_2$ R.115$_3$	10. The teacher will provide paint and brushes with which children can paint pictures of their favorite toys, or of toys they would like to have. A large cardboard box will be made available. The children will mount their pictures on the box, and a sign will be attached to the top to signify "Our Toy Box."	10. Paint Brushes Large cardboard box Paper	10. PA
Emphasis: Real and Make-Believe						
11. Real/Make-Believe	11. The children will determine whether a book is real or make-believe.	11. R.2,112,114 E.290$_1$ R.112,114$_2$ R.112,114$_3$	11. R.112,114$_1$ R.C*83$_2$ R.112,114$_3$	11. The teacher will give each child a book to look at and read for a short period of time. The teacher will ask the children who looked at a make-believe book to put their books in one pile and the children who looked at factual books to put their books in another pile. The teacher will quickly check each pile by reading the title and seeing if the class agrees on placement. If there are any questions, the teacher will read portions of the books and help the class decide on correct placement.	11. Enough factual and make-believe books for whole class	11. O IT

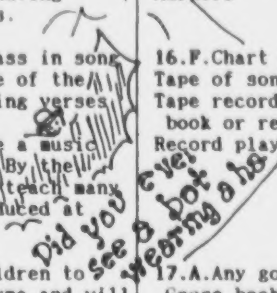


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
12. Fact/Opinion	12. The child will distinguish between fact and opinion.	12. R.2,4_1	12. R.C*75_3	12. The teacher will read a number of statements to which the class will respond by standing if the statement is fact and remaining seated if the statement is opinion. (Examples: This room is too hot. It is 72 degrees in this room.)	12. Fact and opinion statements	12. O
13. Calendar Fun	13. The children will add to the Calendar Project started in Living and Learning Together.	13. R.4_1	13. M.C142,143_1	13.The teacher will help the children continue the Calendar Fun Project, perhaps decorating special dates on the calendar to represent different kinds of books and stories that are studied.	13. Markers Paper	13. PA O
14. Seasonal Changes	14. The children will continue the Seasonal Changes Project.	14. R.4_1	14. H.24_1	14.The teacher will help the children continue the Seasonal Changes Project, perhaps adding a "tall tale seasonal fact" or "fantastic weather happening" to their work.	14. Markers Paper	14. PA
Emphasis: Rhymes-Fact and Fantasy						
15. Book: Down By the Bay	15. The children will listen to and discuss Down By the Bay.		15. R.C*64, C*66,C*70_1	15. The teacher will read Down By the Bay to the class and lead a discussion of the book.	15.Book, Down By the Bay by Raffi	15. O L
16. Does It Rhyme?	16.A. The children will discriminate between rhyming and non-rhyming words.	16.A. R.13 E.49_1		16.A. The teacher will read Down By the Bay again and substitute non-rhyming words for some of the actual rhyming words. The teacher will have the children listen for non-rhyming words and raise their hands when they hear pairs of words that do not rhyme.	16.A. Book, Down By the Bay by Raffi	16.A. O
	16.B. The children will substitute initial consonants to spell rhyming words.	16.B. R.13,17 E.31,32, C33,C34, 48,49_1 R.14,45_2 E.50,57_3	16.B. E.576,57_1	16.B. First the teacher will put assorted word families (-an, -at, etc.) on the board and will demonstrate how to add initial consonants to make new rhyming words (b+at=bat; f+an=fan and so on). Then the teacher will hand out paper for children to fold and divide into 4 parts and will instruct the class to write pairs of rhyming words in adjoining boxes.	16.B. Chalkboard Chalk Paper Pencil	16.B. L O IT
	16.C. The children will illustrate rhyming words.	16.C. R.115 E.1_1 R.19_2 A.$C1_3$	16.C. R.115_1	16.C.The teacher will instruct the children to illustrate each rhyming word.	16.C. Pencils Crayons Papers with rhyming words	16.C. PA

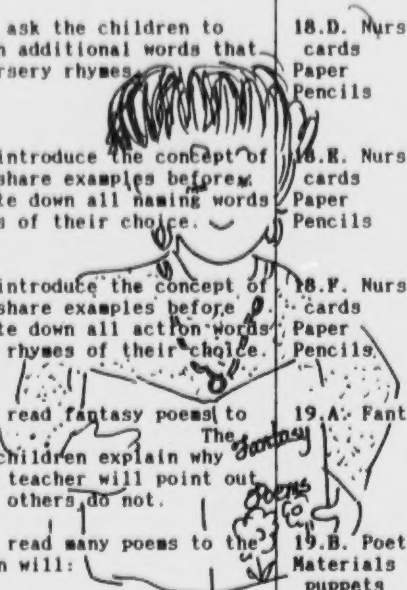


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	16.D. The children will expand and develop new rhyming questions for song.	16.D. R.4,6_1		16.D.The teacher will help the children develop phrases with rhyming illustrations to add to Down By the Bay, for example, "Did you ever see a cat using a bat?" The teacher will either attach the rhyming pairs to a chart or tape them together to form a frieze.	16.D. Chart paper Glue Markers Tape	16.D. O L
	16.E. The children will recognize question marks.	16.E E.*185_2 E.385_3	16.E. E.183,*185_1 E.*185_3	16.E. The teacher will write the completed questions on the chart or frieze, having children note use of question marks.	16.E.Chart or frieze Markers	16.E. O
	16.F. The children will sing "Down By the Bay" and add new verses to the song.	16.F. R.3,62 E.340 MU.$C10_1$	16.F. MU.24_1	16.F. The teacher will lead the class in song (have the music teacher make a tape of the song or use the Raffi record), adding verses the children have developed. (NOTE: If the school does not have a music teacher available, the song, "Down By the Bay," will afford opportunities to teach many of the core music objectives introduced at this level.)	16.F.Chart or frieze Tape of song Tape recorder or book or record Record player	16.F. L
17. Who Am I?	17.A. The children will pantomime their favorite nursery rhymes.	17.A. R.4,115_1 R.115_2 R.115_3	17.A. R.115 E.$C192_1$ R.115_2 R.115_3	17.A. The teacher will ask the children to think of their favorite nursery rhyme and will allow time for each child to pantomime a rhyme for the rest of the class to guess. The teacher will videotape the pantomimes.	17.A.Any good Mother Goose book Video tape Video camera	17.A. O V
	17.B. The children will recite nursery rhymes.	17.B. R.62 E.49_1		17.B. The teacher will lead the class in reciting each nursery rhyme as it is guessed.		17.B. L
18.Nursery Rhyme Card Activities	18.A. The children will illustrate various nursery rhymes.	18.A. R.115 E.1_1 R.115_2 R.115_3	18.A. R.115_1 R.115_2 R.115_3	18.A.The teacher will copy 15-20 common nursery rhymes on separate pieces of heavy paper or oaktag. (Choose ones with simple rhymes.) The teacher will let children illustrate these rhymes and then will laminate them so they can be used for various small group activities.	18.A. Hea[illegible] paper or oaktag Markers Crayons Pencils Laminating film or clear adhesive plastic	18.A. PA
	18.B. The children will classify rhymes into two categories: those about animals and those about people.	18.B. R.2 E.253,290_1 R.19_2		18.B. The teacher will ask the children to categorize nursery rhymes into piles with animal characters or rhymes about people.	18.B. Nursery rhyme cards	18.B. O

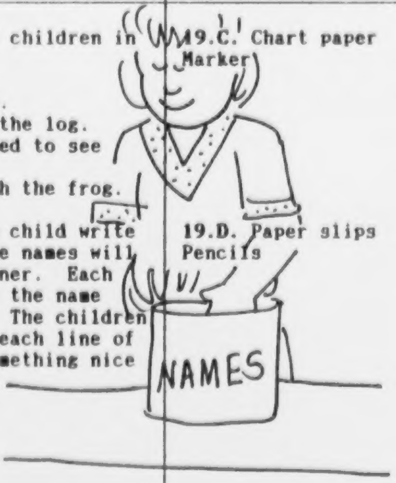

Did you ever see a cat using a bat?

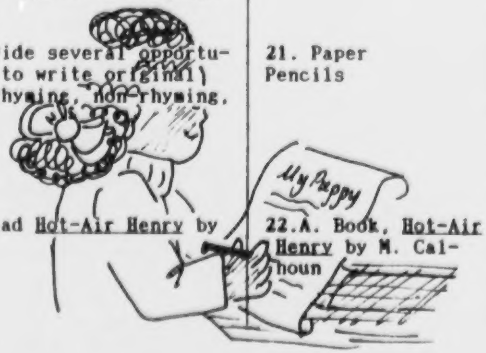

Did you ever see a bat wearing a ha

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	18.C. The children will list rhyming words.	18.C. R.13 E.32,C33, 34,37,38, 48,491		18.C. The teacher will ask the children to write down on paper rhyming words found in nursery rhymes.	18.C. Nursery rhyme cards Paper Pencils	18.C. IT
	18.D. The children will write down new rhyming words.	18.D. R.13 E.32,C33, 34,37,38, 48,49$_1$		18.D. The teacher will ask the children to think of and write down additional words that rhyme with those in nursery rhymes.	18.D. Nursery rhyme cards Paper Pencils	18.D. IT
	18.E. The children will write down all naming words found in 1 or 2 nursery rhymes.	18.E E.*255$_3$	18.E. E.*2551	18.E.The teacher will introduce the concept of naming words and will share examples before asking children to write down all naming words in a few nursery rhymes of their choice.	18.E. Nursery rhyme cards Paper Pencils	18.E. IT
	18.F. The children will write down all action words found in 1 or 2 nursery rhymes.	18.F. E.2632 E.*264$_3$	18.F. E.*2641	18.F.The teacher will introduce the concept of action words and will share examples before asking children to write down all action words found in a few nursery rhymes of their choice.	18.F. Nursery rhyme cards Paper Pencils	18.F. IT
19.Fantasy Poems	19.A. The children will recognize that poems are different from stories.	19.A. R.1141 R.114$_2$ R.114$_3$	19.A. R.114$_1$ R.114$_2$ R.114$_3$	19.A. The teacher will read fantasy poems to the children. The teacher will have the children explain why they are fantasy. The teacher will point out that some poems rhyme, others do not.	19.A. Fantasy poems	19.A. L
	19.B. The children will listen to many poems.	19.B. R.3 E.49$_1$	19.B H.21,22$_1$ M.27$_1$	19.B. The teacher will read many poems to the children. The children will: -- act them out. -- listen to them on cassette tape. -- illustrate poems. -- clap to the rhythm. -- make puppets to go with a poem. Good poetry books are: Where the Sidewalk Ends. Shel Silverstein; Random House Book of Poetry; Sing a Song of Popcorn; The New Kid on the Block, Jack Prelutsky. This can be used as a learning center.	19.B. Poetry books Materials to make puppets Cassette recorder and tape Paper Crayons	19.B. O PA

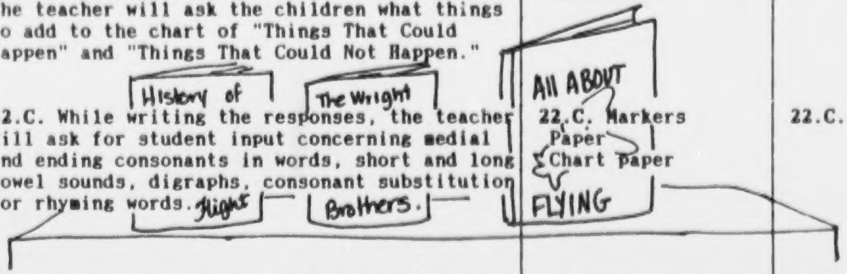


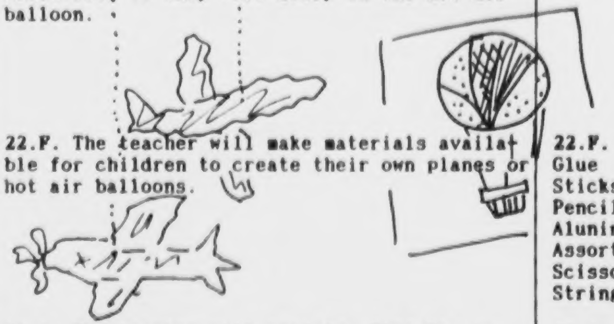
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	19.C. The children will rewrite an old poem.	19.C. E.49 R.1,5,6_1 E.35,36,37, 38,39_2	19.C. E.37,38,39 E.395_3	19.C. The teacher will guide the children in rewriting nursery rhymes. Example: Hey diddle dee, The cat and the flea. The cow jumped over the log. The little boy laughed to see such sport, and The hen ran away with the frog.	19.C. Chart paper Marker	19.C. L O PA
	19.D. The children will create a poem.	19.D. E.C33,C34, C38 R.51,24_1 E.35,36,37, 38,39_2	19.D. E.37,38,39 H.$C23_1$ E.395_3	19.D. The teacher will have each child write his name on a slip of paper. The names will be collected and put in a container. Each child will draw a name and write the name vertically on a piece of paper. The children will use these letters to begin each line of poetry. Each line should say something nice about the person. CHRIS Chris is a nice girl to know, Happy and lots of fun, Rainy days or snow, It's Chris who is always Smiling.	19.D. Paper slips Pencils	19.D. PA AR
20. Poetry Minutes	20. The children will listen to various poems and determine if the poems rhyme or not and/or if they are serious or nonsense.	20. R.2,4,13, 113,114, 115 E.49_1 R.113,114, 1152 R.113,114, 115_3	20. R.80,113, 114,115_1 R.113,114, 115_2 R.113,114, 115_3	20. Throughout the course of this unit, the teacher will use various "found minutes" to share a variety of short poems. The teacher will check to see if children are able to tell the difference between non-rhyming and rhyming poems and serious or nonsense poems, as well as for general understanding and interest. The teacher will explain figurative language as necessary.	20. See bibliography for good poetry anthology suggestions	20. L O
21. Writing Poetry	21. The children will write several different kinds of poems.	21. R.4,115 E.30,31,32, C33,C34, 48_1	21. R.80,C*81, 115 E.38,39,*67, 82,83	21. The teacher will provide several opportunities to allow children to write original poems of various types (rhyming, non-rhyming, haiku, etc.).	21. Paper Pencils	21. ECS PF
Emphasis: Fantasy						
22. Hot-Air Henry	22.A. The children will listen as the teacher reads a fantasy book.	22.A. R.3_1		22.A. The teacher will read Hot-Air Henry by Mary Calhoun.	22.A. Book, Hot-Air Henry by M. Calhoun	22.A. O L





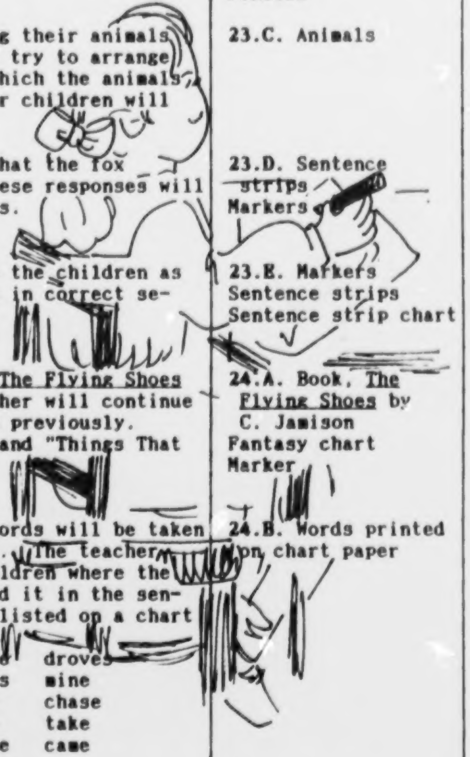
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	22.B. The children will specify things from the story that are fantasy and things that might be real.	22.B. R.4,114$_1$ R.114$_2$ R.114$_3$		22.B. The teacher will ask: Could this story really have happened the way it was written? Are there events in this story that could really happen? The teacher will ask the children what things to add to the chart of "Things That Could Happen" and "Things That Could Not Happen."	22.B. Book, Hot-Air Henry by M. Calhoun Fantasy chart Markers	22.B. L
	22.C. The children will respond to teacher questions about phonetic elements in the story.	22.C. R.13,17,24, 25,26$_1$ R.14,15,45$_2$ R.16,46,47, 49,52$_3$	22.C. R.31,46,47, 49,52 E.53,54,55 56,57$_3$	22.C. While writing the responses, the teacher will ask for student input concerning medial and ending consonants in words, short and long vowel sounds, digraphs, consonant substitution for rhyming words.	22.C. Markers Paper Chart paper	22.C. L
	22.D. The children will identify the Wright brothers.	22.D. R.3,114$_1$ R.114$_2$ R.114$_3$	22.D. R.112,114$_1$ R.114$_2$ R.114$_3$	22.D. The teacher will tell the children about the Wright brothers and their first attempts at flying. The teacher will set up a table of books about the first airplanes.	22.D. Many books about flying, hot air balloons, the Wright brothers	22.D. O
	22.E. The children will write simple sentences about their own feelings.	22.E. R.4,10$_1$ E.*184, 344, C346$_3$	22.E. R.C*81 E.352,39, *184,344, *357,*360$_1$ E.C348$_2$ E.43,44,45, 46,47,*186$_3$	22.E. The teacher will have the children write about where they would like to fly or how they would feel if they were Henry in the hot-air balloon.	22.E. Paper Pencils	22.E. O WC ECS
	22.F. The children will construct their own plane or hot air balloon.	22.F. E.3,4,8$_1$ A.C5$_3$	22.F. A.6$_2$ A.42$_3$	22.F. The teacher will make materials available for children to create their own planes or hot air balloons.	22.F. Paper Glue Sticks Pencils Aluminum foil Assorted materials Scissors String	22.F. PA
23. One Fine Day	23.A. The children will listen to a story and identify the make-believe elements.	23.A. R.3,4 E.340$_1$		23.A. The teacher will read One Fine Day by Nancy Hogrogrian. The teacher will ask the children to tell whether the story is fantasy or fact and to tell why. The ideas of the children will then be added to the charts	23.A. Book, One Fine Day by N. Hogrogrian	23.A. L ECS





Unit Title Fantasy and Fact

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				previously begun: "Things That Could Happen" and "Things That Could Not Happen.		
	23.B. The children will make visual portraits of the animals in the story.	23.B. E.1,3 R.7$_1$ A.C1 A.C5$_3$		23.B. The teacher will provide materials for children to make visual portraits of animals from One Fine Day.	23.B. Construction paper Paste Scissors Pencils	23.B. PA
	23.C. The children will show the sequential order of One Fine Day.	23.C. R.7,115 E.339$_1$ R.115$_2$ R.115$_3$	23.C. R.115$_1$ R.115$_2$ R.115$_3$	23.C. The children will bring their animals to the front of the room and try to arrange themselves in the order in which the animals appeared in the story. Other children will assist if necessary.	23.C. Animals	23.C. O
	23.D. The children will recall specific details conveyed in the study.	23.D. R.3$_1$ R.C*66$_3$	23.D. R.*66$_1$ R.C*67$_2$	23.D. The teacher will ask what the fox wanted from each animal. These responses will be written on sentence strips.	23.D. Sentence strips Markers	23.D. L ECS
	23.E. The children will order sentences from the story.	23.E. R.C*63 E.*367$_3$	23.E. R.C*63 E.*357$_1$ E.*358$_2$	23.E. The teacher will guide the children as they put the sentence strips in correct sequential order.	23.E. Markers Sentence strips Sentence strip chart	23.E. L O
24. The Flying Shoes	24.A. The children will listen to a story and recognize make-believe elements.	24.A. R.3,4,53 E.48$_1$	24.A. E.53,54,57$_1$	24.A. The teacher will read The Flying Shoes by Cynthia Jamison. The teacher will continue to add to the charts started previously. ("Things That Could Happen" and "Things That Could Not Happen.")	24.A. Book, The Flying Shoes by C. Jamison Fantasy chart Marker	24.A. O ECS
	24.B. The children will identify words containing short and long vowel sounds.	24.B. R.49,50, 51,53$_3$	24.B. R.31,49,50$_1$	24.B. Short and long vowel words will be taken from the story and discussed. The teacher will be sure to show the children where the word is in the story and read it in the sentence. The words should be listed on a chart as below: back sat | trade droves with his | holes mine sun hot | fine chase set them | wave take rest stop | these came swept will | bones rose	24.B. Words printed on chart paper	24.B. O L



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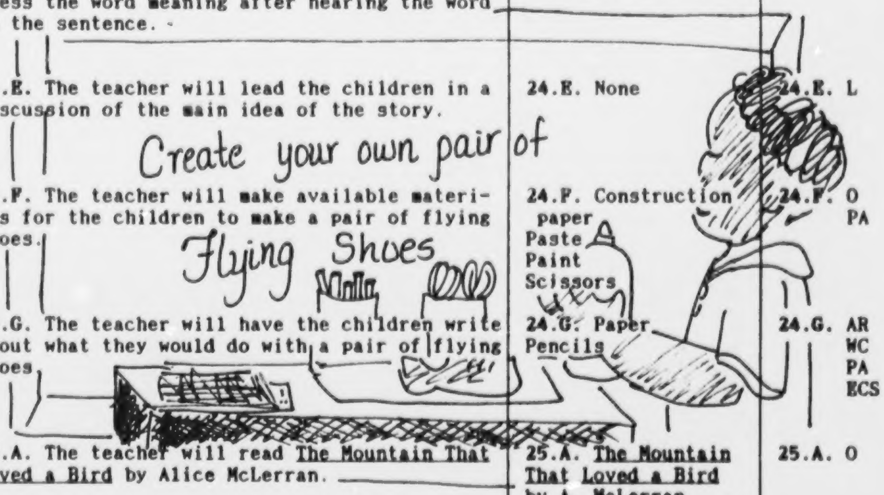
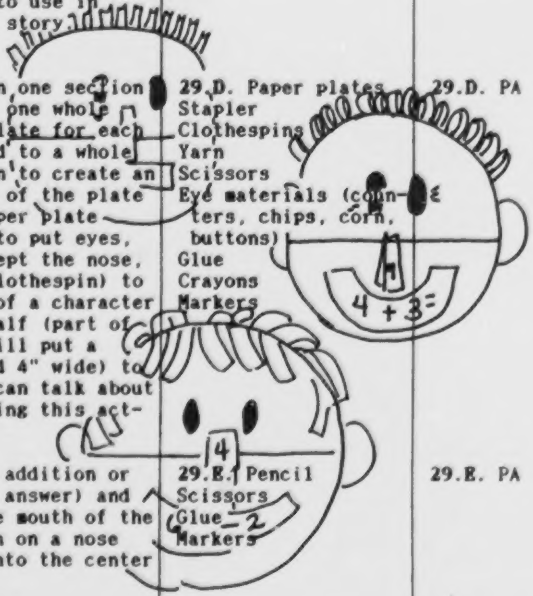
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				The teacher will point out: 1. the CVC pattern 2. the CVCV pattern 3. the sounds the vowels make		
	24.C. The children will identify the multiple meanings of the words "rose" and "back" found in the story The Flying Shoes.		24.C. R.C*35 E.78$_1$	24.C. The teacher will read the sentences from the story containing the words "rose" and "back." The teacher will then have the children make up sentences using the words with a different meaning.	24.C. The Flying Shoes by C. Jamison	24.C. L
	24.D. The children will determine the meaning of the word "droves" by using context clues.		24.D. R.C*37$_1$	24.D. The teacher will read the sentence containing the word "droves." The children will guess the word meaning after hearing the word in the sentence.	24.D. The Flying Shoes by C. Jamison	24.D. L
	24.E. The children will tell what lesson they learned from the story.	24.E. R.C*64$_3$	24.E. R.C*64,279$_1$ R.C*65$_2$	24.E. The teacher will lead the children in a discussion of the main idea of the story.	24.E. None	24.E. L
	24.F. The children will design a pair of flying shoes.	24.F. E.1,3,4,6, 23,24,25, A.C5,42$_3$		24.F. The teacher will make available materials for the children to make a pair of flying shoes.	24.F. Construction paper Paste Paint Scissors	24.F. O PA
	24.G. The children will write simple sentences.	24.G. E.38,39, *149,*150$_2$	24.G. E.*184,352 149,*150$_1$ E.394$_2$ E.344,*369$_3$	24.G. The teacher will have the children write about what they would do with a pair of flying shoes.	24.G. Paper Pencils	24.G. AR WC PA ECS
25. Fantasy	25.A. The children will listen to a story read by the teacher.	25.A. R.3$_1$		25.A. The teacher will read The Mountain That Loved a Bird by Alice McLerran.	25.A. The Mountain That Loved a Bird by A. McLerran	25.A. O
	25.B. The children will identify fantasy and factual elements in a story.	25.B. R.1,2,4 E.28$_1$		25.B. The teacher will have the children add to the charts: "Things That Could Happen" and "Fantasy Things That Could Not Happen."	25.B. Fantasy charts	25.B. ECS L

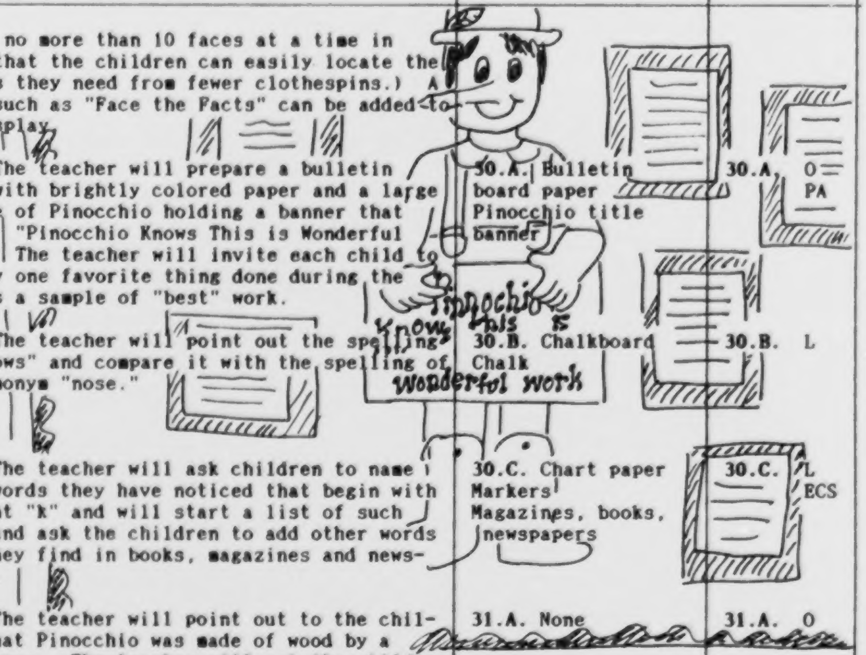

Create your own pair of
Flying Shoes

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	25.C. The children will identify the main idea of the story, The Mountain That Loved a Bird.	25.C. R.C*64, C*66$_3$	25.C. E.C77 R.C*37, C*64,85$_1$ R.C*65$_2$	25.C. The teacher will have the children suggest what they think is the main idea of the story. Billowing- ledge-	25.C. Chart paper	25.C. L
	25.D. The children will use content clues to decide the meaning of some of the words in The Mountain That Loved a Bird.	25.D. E.C77$_1$ R.C*39$_2$	25.D. R.C*90$_2$ E.76, R.C*91$_3$	25.D. The teacher will have children brainstorm meanings of words from the story using context clues as a guide. The words will then be found in the dictionary and the correct meaning inserted in the sentence. billowing | nestled ledge | soared preen | scurried	25.D. Book, The Mountain That Loved A Bird by A. McLerran.	25.D. L
	25.E. The children will construct the mountain from the story The Mountain That Loved a Bird.	25.E. E.1,3,4,27$_1$ E.9$_2$	25.E. A.C22$_1$ A.42$_3$	25.E. The teacher will provide newsprint and colored construction paper. Some children will design the mountain at the beginning of the story; others will make the mountain at the end of the story. scurried-	25.E. Newsprint Colored construction paper Glue	25.E. PA
	25.F. The children will verbally complete the sentence: "I can make someone happy by..."	25.F. R.C44$_1$ R.C44$_2$ R.C42,C44, C*72$_3$	25.F. R.C44 H.C23$_1$ R.C44 H.34$_2$ R.C*75 E.*230,232$_3$	25.F. The teacher will make a language experience chart: Suzie said: "I can make someone happy by.." Quotation marks will be discussed as appropriate.	25.F. Chart paper Marker	25.F. ECS
26. Fantasy Footprints	26. The children will draw, count, and describe footprints.	26. MA.3,7,8,15 R.115$_1$ R.115,R.40$_2$ R.115$_3$	26. MA.22 R.115$_1$ R.115 A.C3$_2$ R.115$_3$	26. The teacher will show the children pictures or outlines of footprints of real or fantastic animals. The teacher will ask each child to use sponge shapes of footprints to make several prints.	26. Paper Sponge footprint shapes 5" x 7" note cards Paint Newspaper	26. O C PA
27. Pinocchio and His Puppet Show Adventure	27.A. The children will listen as the teacher reads a story.	27.A. R.3$_1$		27.A. The teacher will read Pinocchio and His Puppet Show Adventure by Walt Disney.	27.A. Pinocchio and His Puppet Show Adventure by W. Disney	27.A. O RC
	27.B. The children will identify elements of fantasy and fact in Pinocchio.	27.B. R.4,5$_3$ E.48$_1$	27.B. E.53,54,57$_1$	27.B. The teacher will continue to add to the charts "Things That Could Happen" and "Fantasy Things That Could Not Happen."	27.B. Fantasy chart Marker	27.B. ECS

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	27.C. The children will recognize that g makes two sounds-hard g and soft g (j).		27.C. E.65$_1$	27.C. The teacher will write the words "good" and "Gepetto" on the board. The hard and soft "g" sounds will be discussed. Gepetto Good gem	27.C. Chalkboard Chalk	27.C. L
	27.D. The children will name words that begin with "g" and identify the hard or soft sound.	27.D. R.C44,C*42$_1$ C*42$_2$ R.C*42,C44$_3$	27.D. E.65,R.C*42 R.C44$_1$ R.C42 R.C44$_3$	27.D. The teacher will add other words as the children name those that begin with hard and soft "g's." goat gourd get gate giant gin gelatin gypsy	27.D. Chalkboard Chalk	27.D. L
	27.E. The children will recognize antonyms.	27.E. R.32$_2$ R.C*33$_3$	27.E. R.C*33 E.66$_1$	27.E. The teacher will list words from the story. The children will tell the antonym of the following words: young, big, girl, bad, day, sad, no, shorter, slow, fat, closed, daughter. garden George	27.E. Chart paper with these words listed: old night fast little happy thin boy yes open good longer son	27.E. L
28. Illustration Concepts	28. The children will listen as the teacher introduces the concept that illustrators create the pictures in books.	28. E.19 R.3$_1$	28. E.250 A.C22,C27, C28,C29$_1$	28. The teacher will have the children compare the illustrations in the books below (or others selected by the teacher and used in the study of Make Believe. Hot Air Henry - Eric Ingraham One Fine Day - Nanny Hagrogian The Flying Shoes - Lawrence DiFiori The teacher will point out artistic elements such as line, shape, form, space, color, texture, foreground, middle ground, background. The teacher will point out that One Fine Day is a Caldecott winner. Other Caldecott winners could be shown. The teacher will also point out that Nanny Hogrogian wrote the story One Fine Day and illustrated it. Some authors illustrate their own work; others do not.	28. Books, One Fine Day by N. Hagrogrian Hot Air Henry by E. Ingraham The Flying Shoes by L. D. DiFiori	28. L
29. Pinocchio Puppet Center	29.A. The children will each use materials to create a Pinocchio puppet.	29.A. E.1,3,20, 21,22,28$_1$ E.9$_2$ A.C5$_3$		29.A. The teacher will make available in a learning center materials for children to trace around puppet-part templates and make their own puppet. Hole punchers and brads will be provided to make the puppet jointed. Other characters can be made as the children generate ideas.	29.A. Puppet-part templates Hole puncher Brads Pencils Paper The Funny Little Woman by A. Mosel	29.A. PA

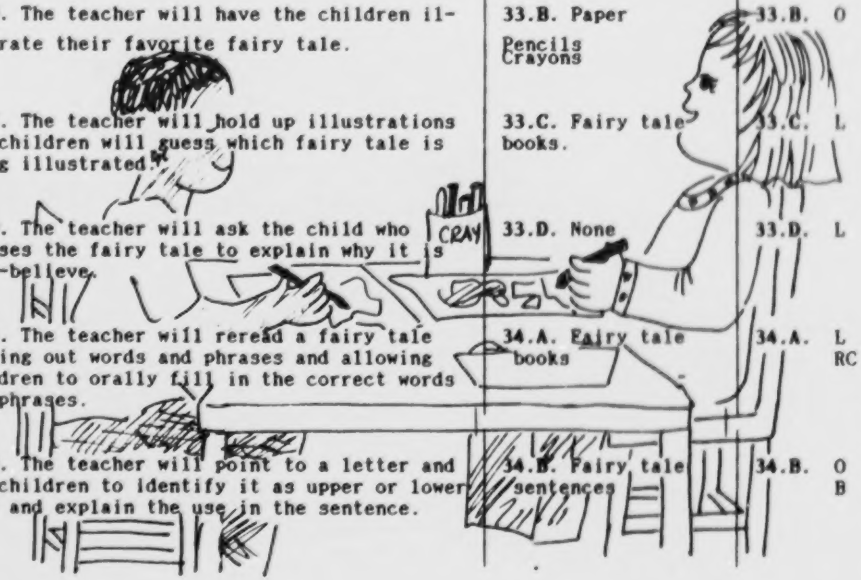
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	29.B. The children will each tape record their own ideasof what Pinocchio learned about life.	29.B. R.3,4,8,9_1 R.C*70, C*72_3		29.B. The teacher will make available a tape recorder in the Pinocchio learning center. The teacher will ask the children to tape record their own ideas of what they think Pinocchio learned through his adventures.	29.B. Tape Tape recorder	29.B. L
	29.C. The children will use their puppets to re-tell the adventures of Pinocchio.	29.C. R.3,4,8, 113,115 E.341_1	29.C. R.C*56, C*81,113, 115 E.124_1	29.C. The teacher will provide in the Pinocchio Learning Center a large cardboard box or other puppet stage for children to use in acting out their versions of the story.	29.C. Cardboard box	29.C. O
	29.D. The children will participate in creating a Pinocchio game.	29.D. R.29,115 E.1,3,4,15, 18_1 R.115_2 R.115_3	29.D. R.115_1 R.115_2 R.115_3	29.D. The teacher will provide in one section of the Pinocchio Learning Center one whole paper plate and one half paper plate for each child. Each half will be stapled to a whole plate with cut out ears inbetween to create an open pocket. The pocket section of the plate then becomes the top. On the paper plate half, the children will be told to put eyes, hair, and other details (all except the nose, which will be simulated with a clothespin) to create the top half of the face of a character from the story. On the bottom half (part of the whole plate), the children will put a large mouth (at least 6" long and 4" wide) to complete the face. The teacher can talk about writing the fraction for 1/2 during this activity.	29.D. Paper plates Stapler Clothespins Yarn Scissors Eye materials (counters, chips, corn, buttons) Glue Crayons Markers	29.D. PA
	29.E. The children will make up addition and subtraction problems.	29.E. M.C*55, C*63,C56 E.3,4_1 H.16_2 SS.12_3	29.E. M.C8,C*55, $C56_1$ H.44_2 H.C58,59_3	29.E. Each child will make up an addition or subtraction sentence (without an answer) and write it in large numerals on the mouth of the face. The answer will be written on a nose shape cut from paper and glued onto the center of a clothespin.	29.E. Pencil Scissors Glue Markers	29.E. PA
	29.F. The children will solve math addition and subtraction problems.	29.F. M.C*55, C*56,C*63, $C64_1$ M.C*57, C*58,61, $C66_2$	29.F. M.C*55,C56, 172_1 M.C66,C*67_2 M.C*59,68, $C71_3$	29.F. The faces will be displayed by the teacher on a bulletin board or wall space that is within reach of the children. The clothespin noses with numerals written on them will be made available so that children can solve the problems by selecting an appropriate nose for each character. (The teacher may want to	29.F. Faces Clothespins with answers to problems	29.F. O MC

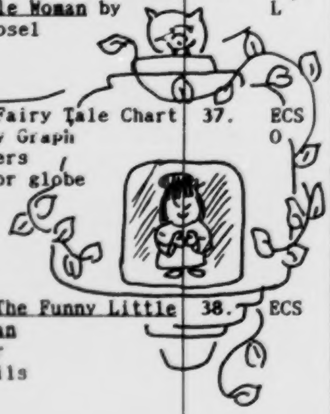




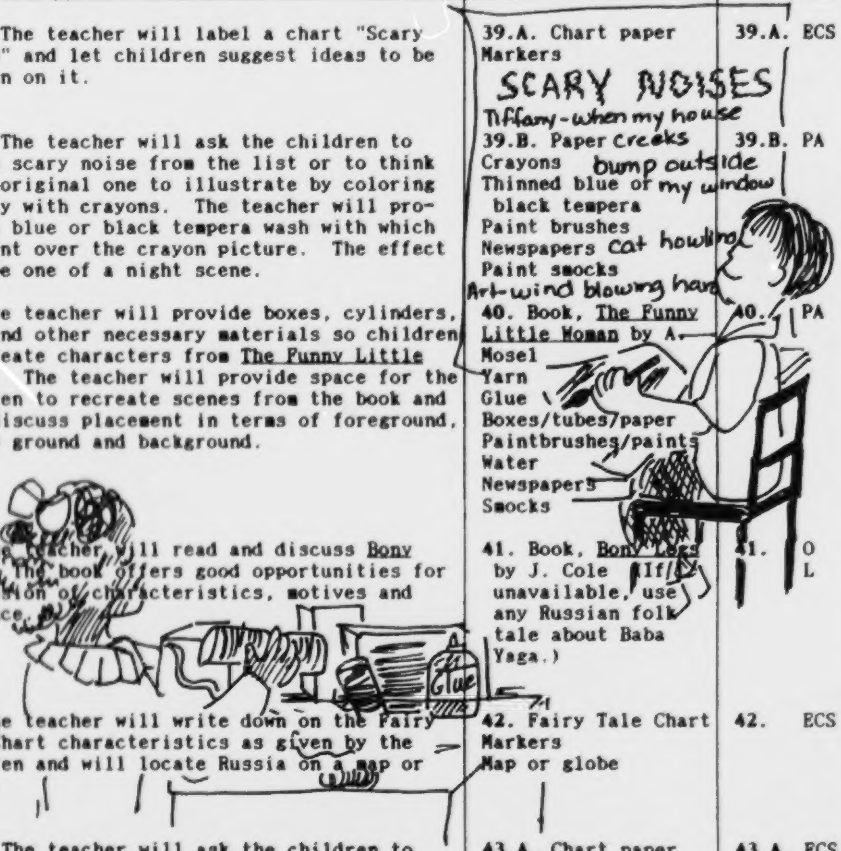
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		M.1,C24, C*58,C*59, C*65,C*67, *70$_3$		put up no more than 10 faces at a time in order that the children can easily locate the numbers they need from fewer clothespins.) A title such as "Face the Facts" can be added to the display.		
30. Pinocchio Display	30.A. The children will add their work to a classroom display.	30.A. OC.46$_1$	30.A. H.21,22, C23,24$_1$ H.34,35,44$_2$	30.A. The teacher will prepare a bulletin board with brightly colored paper and a large picture of Pinocchio holding a banner that reads: "Pinocchio Knows This is Wonderful Work." The teacher will invite each child to display one favorite thing done during the unit as a sample of "best" work.	30.A. Bulletin board paper Pinocchio title banner	30.A. O PA
	30.B. The children will listen as the teacher describes the use of a silent "k".	30.B. R.34$_3$	30.B. R.34,C*41, E.66$_1$	30.B. The teacher will point out the spelling of "knows" and compare it with the spelling of the homonym "nose."	30.B. Chalkboard Chalk	30.B. L
	30.C. The children will brainstorm words that begin with a silent "k".	30.C. E.48$_1$ E.50,52$_2$	30.C. E.78$_1$ E.59$_2$	30.C. The teacher will ask children to name other words they have noticed that begin with a silent "k" and will start a list of such words and ask the children to add other words that they find in books, magazines and newspapers.	30.C. Chart paper Markers Magazines, books, newspapers	30.C. L ECS
31. What's Made of Wood?	31.A. The children will find and bring to class a variety of objects that are made of wood.	31.A. R.1,2$_1$		31.A. The teacher will point out to the children that Pinocchio was made of wood by a woodcarver. The teacher will ask the children to bring to school things they have made or other things they find that are made of wood.	31.A. None	31.A. O
	31.B. The children will classify their objects as "carved" or "not carved."	31.B. R.2 M.29$_1$		31.B. As they are brought in, objects will be sorted on a display table or shelf that has been divided with masking tape into two divisions labeled: "Things that are carved" and "Things that are not carved."	31.B. Masking tape Title cards	31.B. O
	31.C. The children will look at the objects displayed.	31.C. R.4$_1$		31.C. The teacher will leave the wooden objects on display for a day or two so that children might study them individually.	31.C. None	31.C. O

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	31.D. The children will tell about the object they brought for display.	31.D. R.3,4$_1$ E.299,300$_2$ R.C*70$_3$	31.D. R.C*70$_1$ OC.18,C20, C34$_2$ OC.17$_3$	31.D. The teacher will provide a time for each child to tell as much as s/he can about the wooden object brought for display: where it came from, how it was made, who bought or made it, what it is used for, etc.	31.D. Objects	31.D. L AR
32. Sets of Wooden Things	32. Each child will represent a set of things made of wood.	32. M.C18 E.1,23,24, 25,27$_1$	32. M.C18$_1$	32. The teacher will ask the children to make a set of things made of wood by cutting out or drawing pictures. The teacher will provide a circle of colored paper to be used as the set frame. The child may put as many as ten or more things in a set.	32. Colored paper circles Art materials	32. O
Emphasis: Fairy Tales						
33. Make-Believe Stories	33.A. The children will recognize that fairy tales are make-believe.	33.A. R.1,R.113$_1$ R.113$_2$ R.113$_3$	33.A. R.113$_1$ R.113 E.129$_2$	33.A. The teacher will list fairy tales the children name.	33.A. Chart paper Marker	33.A. ECS
	33.B. The children will re-create the story.	33.B. E.1$_1$ A.C1$_3$		33.B. The teacher will have the children illustrate their favorite fairy tale.	33.B. Paper Pencils Crayons	33.B. O
	33.C. The children will recognize stories from pictures.	33.C. R.21 R.40$_1$		33.C. The teacher will hold up illustrations and children will guess which fairy tale is being illustrated.	33.C. Fairy tale books.	33.C. L
	33.D. The children will identify elements of a fairy tale.	33.D. R.3,4$_1$		33.D. The teacher will ask the child who guesses the fairy tale to explain why it is make-believe.	33.D. None	33.D. L
34. Missing Words	34.A. The children will insert missing phrases in familiar fairy tales.	34.A. R.5,6 E.333$_1$ E.314,315, 334$_2$	34.A. E.*356 R.C*37$_1$	34.A. The teacher will reread a fairy tale leaving out words and phrases and allowing children to orally fill in the correct words and phrases.	34.A. Fairy tale books	34.A. L RC
	34.B. The children will identify and explain upper and lower case letters from fairy tales.	34.B. R.24,25,26, 27$_1$	34.B.	34.B. The teacher will point to a letter and ask children to identify it as upper or lower case and explain the use in the sentence.	34.B. Fairy tale sentences	34.B. O B



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	34.C. The children will order sentences.	34.C R.C*63 *357$_3$	34.C. R.C*63 E.*357	34.C. Key sentences from a familiar fairy tale will be placed on a table. The children will put the sentences in correct sequential order.	34.C. Fairy Tale Big Book such as Big Book Magazine Topic: Fairy Tales	34.C. C O
35. Fairy Tale Chart	35. The children will participate in a discussion of fairy tales.	35. R.2,4,113, 114 E.253,340$_1$	35. R.C64,C66, C70,C81, 85,113, 114 SS.11,42$_1$ R.113,114$_2$ R.113,114$_3$	35. The teacher will explain that fairy tales and folk tales follow a certain formula and will label these on a chart: "Once Upon a Time," "Good and Bad Characters," "Magic," "Sets of Three," and "Happy Ending." The teacher will also share that most fairy tales were handed down by word of mouth over many generations before being written down and, as a result, there are many different versions of the same story. As each fairy tale is read, its elements will be added to the Fairy Tale Chart. The ethnic origin of each story will also be noted and its location pointed out on a map or globe.	35. Chart paper Markers Fairy Tales Once Upon A Time... Good and Bad Characters Magic Sets of Three Happy Ending	35. ECS
36. Book: The Funny Little Woman (Mosel)	36. The children will listen to and discuss The Funny Little Woman.		36. R.C64,C66, C70$_1$ R.C*71$_2$	36. The teacher will read The Funny Little Woman and discuss it with the class, encouraging comparisons with "The Gingerbread Boy" and "Jack and the Beanstalk," and noting the mathematical concept of doubling.	36. Book, The Funny Little Woman by A. Mosel	36. O L
37. Fairy Tale Chart/Story Graph	37. The children will determine characteristics of The Funny Little Woman on the Fairy Tale Chart and will list the story on the Story Graph.	37. R.2,4 E.253 R.C*81$_3$	37. R.C64,66, 70,C*81 SS.42$_1$ SS.C41$_3$	37. The teacher will write down on the Fairy Tale chart the characteristics described by the children. Japan, the setting of the story, will be located on a map or globe.	37. Fairy Tale Chart Story Graph Markers Map or globe 	37. ECS O
38. The Other Story	38. The children will write original stories to accompany the sketches from The Funny Little Woman.	38. R.4,24,C44, C70 E.19,31,32, C33,C34, 48$_1$	38. E.37,38,39, 67,82,83, 124,149, 183,184, 185,344, C346,C347, 352	38. The teacher will let either individuals or small groups look carefully at the black and white sketches which accompany the illustrations in The Funny Little Woman and write a story explaining the pictures using invented spelling. The teacher will review grammar rules.	38. The Funny Little Woman Paper Pencils	38. ECS

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
39. Scary Noises	39.A. The children will contribute ideas for a list of scary noises.	39.A. R.1,4,10, C44$_1$ E.*291$_3$	39.A. R.C44 E.250$_1$ E.*291$_2$	39.A. The teacher will label a chart "Scary Noises" and let children suggest ideas to be written on it.	39.A. Chart paper Markers	39.A. ECS
	39.B. The children will illustrate scary noises using a crayon resist technique.	39.B. R.115 E.1,2$_1$ R.115$_2$ R.115 A.C1$_3$	39.B. R.115 A.C22$_1$ R.115$_2$ R.115$_3$	39.B. The teacher will ask the children to pick a scary noise from the list or to think of an original one to illustrate by coloring heavily with crayons. The teacher will provide a blue or black tempera wash with which to paint over the crayon picture. The effect will be one of a night scene.	39.B. Paper Crayons Thinned blue or black tempera Paint brushes Newspapers Paint smocks	39.B. PA
40. 3-D Scenes	40. The children will create 3-dimensional characters from The Funny Little Woman, background scenes and props.	40. R.115 E.2,3,4$_1$ R.115$_2$ E.2,3,4 A.C5$_3$	40. R.115 E.124 A.C22,C27, C28,C29$_1$ A.6 R.115$_2$ A.42 R.115$_3$	40. The teacher will provide boxes, cylinders, yarn and other necessary materials so children can create characters from The Funny Little Woman. The teacher will provide space for the children to recreate scenes from the book and will discuss placement in terms of foreground, middle ground and background.	40. Book, The Funny Little Woman by A. Mosel Yarn Glue Boxes/tubes/paper Paintbrushes/paints Water Newspapers Smocks	40. PA
41. Book: Bony Legs	41. The children will listen to and discuss Bony Legs.	41. R.62,113, 114$_1$ R.C*64,C*66 C*70,C*81$_3$	41. R.C64,C66, C70,C81, 113,114$_1$ R.113,114, C*65,C*67$_2$ R.113,114$_3$	41. The teacher will read and discuss Bony Legs. The book offers good opportunities for discussion of characteristics, motives and sequence.	41. Book, Bony Legs by J. Cole (If unavailable, use any Russian folk tale about Baba Yaga.)	41. O L
42. Fairy Tale Chart/Story Graph	42. The children will determine the characteristics of Bony Legs using a Fairy Tale Chart.	42. R.2,4 E.253$_1$ R.C*81$_2$	42. R.C64,C66, C70,C80 SS.42$_1$ SS.C41$_3$	42. The teacher will write down on the Fairy Tale Chart characteristics as given by the children and will locate Russia on a map or globe.	42. Fairy Tale Chart Markers Map or globe	42. ECS
43. Bony Legs Skill Activities	43.A. The children will retell the story of Bony Legs.	43.A. R.3,9,C44,62 E.340,3411 R.337$_2$	43.A. R.C44 E.279,356, 360$_1$	43.A. The teacher will ask the children to retell the story of Bony Legs using complete sentences (and pointing out incomplete sentences if they occur) and will write down the children's sentences.	43.A. Chart paper Markers	43.A. ECS



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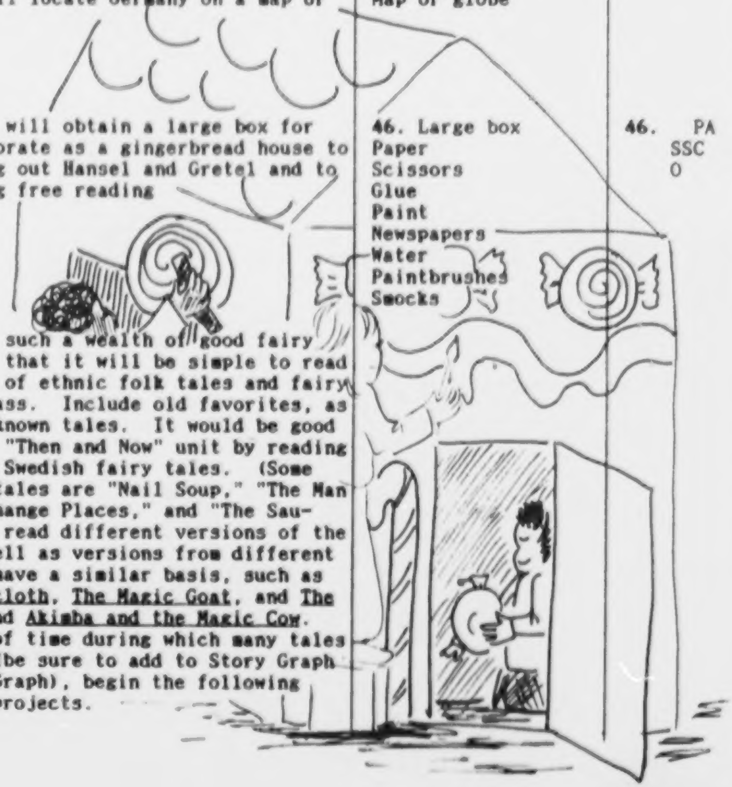
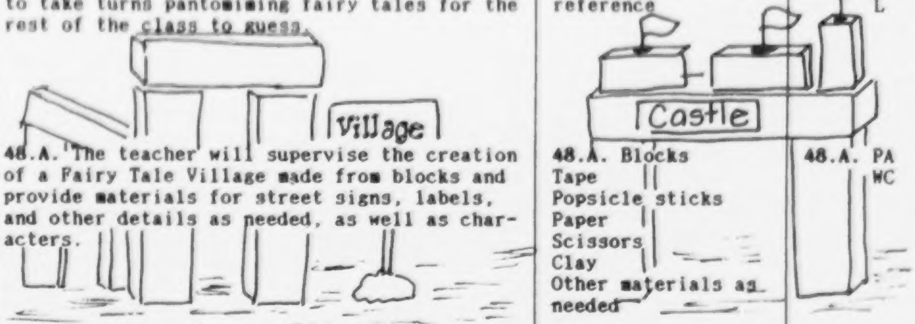
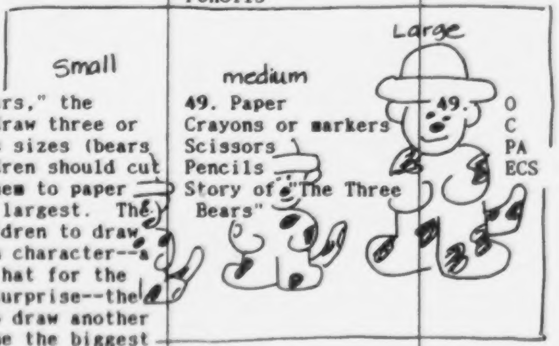
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	43.B. The children will follow written directions on the following activities.	43.B C*63$_3$	43.B. R.C61$_1$	43.B. The teacher will copy the children's version and duplicate it to be used for small group and individual activities, adding various written instructions.	43.B. Copies of stories with appropriate changes for activities and with written directions.	43.B-H. O IT
	43.C. The children will supply missing words and phrases from their version of Bony Legs.	43.C. R.5,6 E.333$_1$ E.C*60, C*61,C*63$_3$		43.C. The teacher will block out various words and phrases for children to supply the missing words and phrases.	43.C. Story with missing words and phrases	
	43.D. The children will circle all words with vowels and underline all long vowels.	43.D R.51$_3$	43.D. R.49,51 E.54$_1$	43.D. The teacher will provide copies of the story for vowel practice.	43.D. Story	43.D L RC
	43.E. The children will determine sequence in written material.	43.E R.C*63 E.*357$_3$	43.E. R.C63 E.357$_1$	43.E. The teacher will cut apart the children's version of the story to provide sequence practice.	43.E. Cut-apart story	43.E IT
	43.F. The children will identify the root word in a list of words from their story.	43.F E.603 R.C*56$_3$	43.F. R.C56 E.60 C68$_1$ R.C*38$_3$	43.F. The teacher will duplicate a list of words from the children's version of the story to provide root word practice.	43.F. Root word list	43.F IT
	43.G. The children will capitalize letters in proper names and the beginning of sentences.	43.G E.147,*148 *149,*150$_2$	43.G. E.148,149 150,*153$_1$	43.G. The teacher will make copies of the children's version of the story and will leave proper names and beginnings of sentences in lower case letters, so that the children can provide capitals.	43.G. Uncapitalized version of the story	43.G IT
	43.H. The children will insert correct punctuation.	43.H E.183, 335,336$_2$ E*184, *185,*186, *187$_3$	43.H. E.183,184, 185$_1$	43.H. The teacher will make copies of the children's version and leave out ending punctuation, so that the children can supply it. (NOTE: These suggested activities just offer a few examples of how the children's own writing can be used for skills practice. Other skills can be adapted or these ideas could be expanded to other stories if additional practice is needed.)	43.H. Unpunctuated story	43.H IT

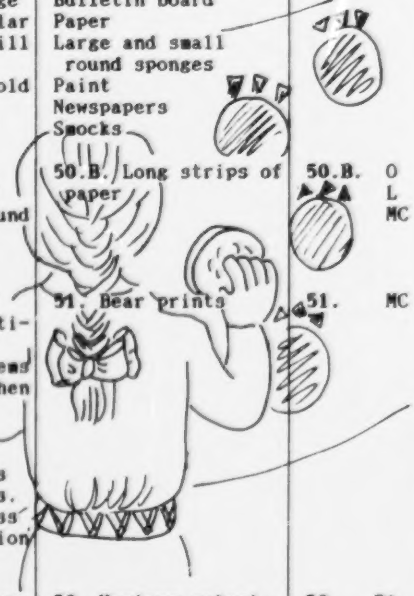
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
44. Book: Hansel and Gretel	44. The children will listen to and discuss Hansel and Gretel.	44. R.113,114$_1$ R.113,114$_2$ R.113,114$_3$.	44. R.C64,C66, C70,C81, 113,114 E.124 R113,114$_2$ R113,114$_3$	44. The teacher will read and discuss Hansel and Gretel, noting unusual illustrations and allowing children to compare it to other versions they have heard.	44. Book, Hansel and Gretel retold by Rika Lesser	44. O L
45. Fairy Tale Chart	45. The children will determine the characteristics of Hansel and Gretel on Fairy Tale Chart.	45. R.2,4 E.253 MA.239$_1$ R.C*81$_3$	45. R.C64,C66, C70,C81 MA.C240, C241,C250 SS.42$_1$ SS.C41$_3$	45. The teacher will write down on the Fairy Tale Chart characteristics as given by the children and will locate Germany on a map or globe.	45. Fairy Tale Chart Markers Map or globe	45. ECS
46. Creative Dramatics	46. The children will improvise and act out Hansel and Gretel.	46. R.3,4 E.340$_1$ H.44$_2$ P.E.C*201$_3$	46. E.279 H.20,21,22 PE.C192, C196$_1$	46. The teacher will obtain a large box for children to decorate as a gingerbread house to use while acting out Hansel and Gretel and to use later during free reading  NOTE: There is such a wealth of good fairy tales available that it will be simple to read a large variety of ethnic folk tales and fairy tales to the class. Include old favorites, as well as lesser known tales. It would be good to tie into the "Then and Now" unit by reading some Jewish and Swedish fairy tales. (Some common Swedish tales are "Nail Soup," "The Man Who Wanted to Change Places," and "The Sausage.") Try to read different versions of the same tale, as well as versions from different countries that have a similar basis, such as The Magic Tablecloth, The Magic Goat, and The Hitting Stick and Akimba and the Magic Cow. After a period of time during which many tales have been read (be sure to add to Story Graph and Fairy Tale Graph), begin the following activities and projects.	46. Large box Paper Scissors Glue Paint Newspapers Water Paintbrushes Smocks	46. PA SSC O

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
47. Fairy Tale Pantomimes	47. The children will pantomime various fairy tales for the class to guess.	47. R.4,115	47. R.115 H.22 PE.C192, C196$_1$ R.115$_2$ R.115$_3$	47. The teacher will allow time for the class to take turns pantomiming fairy tales for the rest of the class to guess.	47. Fairy tales for reference	47. O L
48. Fairy Tale Village	48.A. The children will create a block village.	48.A. R.1,4,113, 115 E.1,3,8$_1$ R.113$_1$,115$_2$ R.113$_1$,115$_3$	48.A. R.113,115 E.250 R.113$_1$,115$_2$ R.113$_1$,115$_3$	48.A. The teacher will supervise the creation of a Fairy Tale Village made from blocks and provide materials for street signs, labels, and other details as needed, as well as characters.	48.A. Blocks Tape Popsicle sticks Paper Scissors Clay Other materials as needed	48.A. PA WC
	48.B. The children will move characters to specific positions.	48.B. E.10,12,13, 14,15,16, 17 MA.218$_1$ E.11$_1$		48.B. The teacher will instruct children to move fairy tale characters in various positions in the village, including: left, right; up, down; in, out; beside, between; above, below; top, bottom; in front of, behind; inside, outside.	48.B. Fairy Tale Village Fairy tale characters	48.B. O IT
	48.C. The children will create a map of the block village.	48.C. E.23,24,25, 26,27,28$_1$ 18,19,20,21 M.C.35$_1$ E.9$_2$	48.C M.220,221$_2$	48.C. The teacher will help the children transfer the block village to map form.	48.C. Paper Markers Pencils	48.C. PA
49. Sorting Sizes	49. The children will draw and order pictures.	49. M.29 S.C38$_1$ M.37$_2$		49. After reading "The Three Bears," the teacher will ask each child to draw three or more story characters of various sizes (bears or other characters). The children should cut out their characters and glue them to paper arranging them from smallest to largest. The teacher should then ask the children to draw one or more accessories for each character--a big hat for a big fox, a medium hat for the medium fox, and so on. Now--a surprise--the teacher will ask the children to draw another set of accessories, but this time the biggest creature should have the smallest accessory and the smallest creature should have the largest. What size accessory does the medium	49. Paper Crayons or markers Scissors Pencils Story of "The Three Bears"	49. O C PA ECS

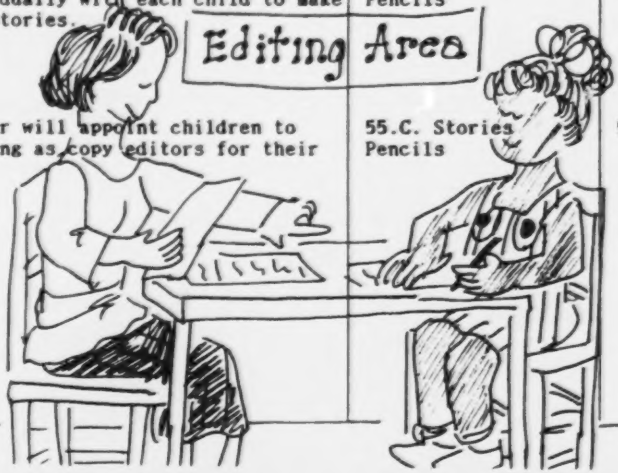




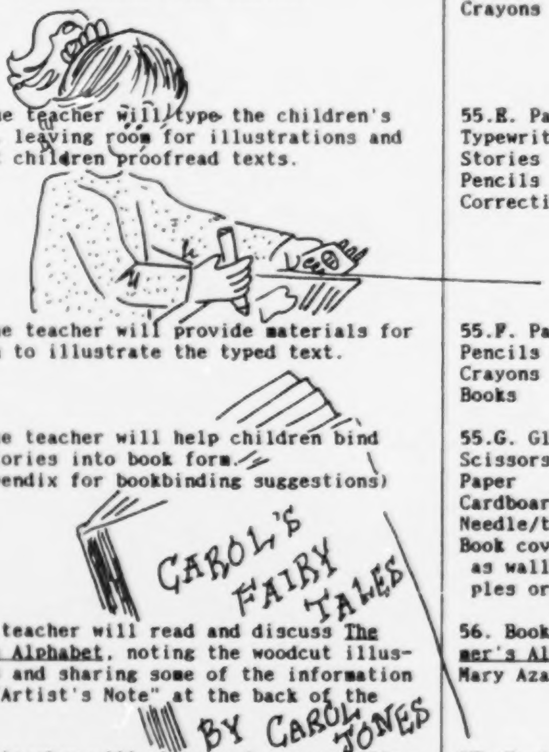
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				creature have? The children can write a story to go with their creatures and accessories.		
50. Bear Prints	50.A. The children will use sponges to make large bear prints on paper.	50.A. OC.46 E19,28 M.C35$_1$	50.A. A.C22$_1$	50.A. The teacher will provide sponges cut to make bear-shaped prints (a large round sponge piece for the pad, a small round or triangular sponge piece for the nails). The teacher will ask the children to make as many prints as they can on large bulletin board paper (or old grocery bags).	50.A. Grocery bags Bulletin board Paper Large and small round sponges Paint Newspapers Smocks	50.A. O
	50.B. The children will count sets of ten and circle them in red.	50.B. E.27$_1$	50.B. M.C8,M.C15$_1$	50.B. The teacher will ask the children to take the dried prints and count out sets of ten. They will use red markers to draw around the sets they identify. Each set will be labeled with the numeral "10."	50.B. Long strips of paper	50.B. O L MC
51. Bear Tales	51. The children will make up math stories illustrating addition or subtraction facts.	51. R.3,4,8 M.C8,C15, C24,54, C*55,62, C*63,C64$_1$ M.C9,C*21, C*57,173, 174$_2$ M.1,C*58, *70,172, C*175,176, 177$_3$	51. E.82,83,344 M.172,173, 176,177, C188,C*55$_1$ M.C9,C*21, C*58,C*67, 174,C*175, 178$_2$ M.C*59, C*65,C*67, 68$_3$	51. The teacher will provide long strips of paper and ask children to make up a mathematical story problem using bears as the main characters. Children will write their problems using invented spelling if necessary, and then illustrate them. Example: I had six bars and 2 did. Now I hav for. These story problems will be grouped in tens and stapled together to make little booklets. NOTE: It will be very interesting to discuss the various ways children can show subtraction in a picture.)	51. Bear prints	51. MC
52. Fairy Tale Favorites	52. The children will choose their favorite fairy tales and plan an activity to share with the class. This can be done as a home project.	52. Objectives will vary according to chosen activities.		52. The teacher will help the children choose an idea to share their favorite fairy tale with the class and will send home instructions to parents so they can assist. Suggestions: --Enlist the help of classmates and put on a simple play of the fairy tale. --Put on a puppet show. --Retell the story from another character's point of view. --Build a diorama of a scene from a fairy tale. --Make a peep box. --Construct clay models of scene from tale. --Make a mobile of characters from fairy tale.	52. Various materials and resources as needed by children Notes to parents	52. PA L O SSC



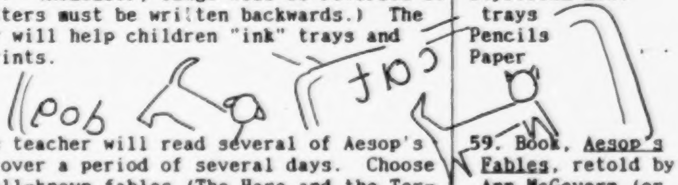
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
53. Writing Original Fairy Tales	53. The children will choose characters, setting, plot and write original fairy tales.	53. R.4,8 E.31,32, C33,C34, 48$_1$ E.*67$_3$	53. E.37,38,39, 67,83,148, 149,183, 184,185, 344,C346, C347,352$_1$ E.115,394$_2$ E.373,374$_3$	53. The teacher will review the formula for fairy tales and will have the children write down (1) a set of characters with descriptions, (2) setting, and (3) plot ideas. The teacher will supervise the writing of original fairy tales using invented spelling.	53. Paper Pencils	53. ECS PF
Emphasis: Books and Book Construction						
54. Book: How A Book is Made	54. The children will listen to and discuss How A Book Is Made.	54. R.4,14$_1$ R.C*105$_3$	54. R.114 MA.C142 C*105$_1$ E*220 R.C*106$_3$	54. The teacher will read and discuss How A Book Is Made with small groups. (Because of the small, detailed illustrations, small groups are necessary.) Note the wealth of details, labeling of book parts and the passage of time as shown by calendar.	54. Book, How A Book Is Made by Aliki	54. O L
55. Making Books	55.A. The children will determine sequence of events and workers involved in book production.	55.A. R.62$_1$ SS.16,18$_2$ SS.37$_3$	55.A. SS.21$_2$	55.A. The teacher will review the book and list sequence of events and workers involved in book production. The teacher will explain that the children will "publish" their fairy tales and will follow many of the same steps (such as author/illustrator, editor, copy editor, proofreader, printer, binder).	55.A. Chalkboard Chalk	55.A. O L
	55.B. The children will have a conference with their "editor" concerning suggestions for their stories.	55.B. R.4 OC.46$_1$ E.316,*320$_3$	55.B. E.*360$_1$ E.*319$_3$	55.B. The teacher will serve as editor and will meet individually with each child to make suggestions on stories.	55.B. Stories Pencils	55.B. O L
	55.C. The children will act as copy editors for each other's stories.	55.C. R.C44$_1$	55.C. R.C37,C41, C44 E.67,82,83, 148,149, 183,184, 185$_1$ E.*154,*157 *158,394$_2$ E.*230,*232 350,351, *359,*360, 360,369, 373,374$_3$	55.C. The teacher will appoint children to take turns serving as copy editors for their classmates.	55.C. Stories Pencils	55.C. O SSC

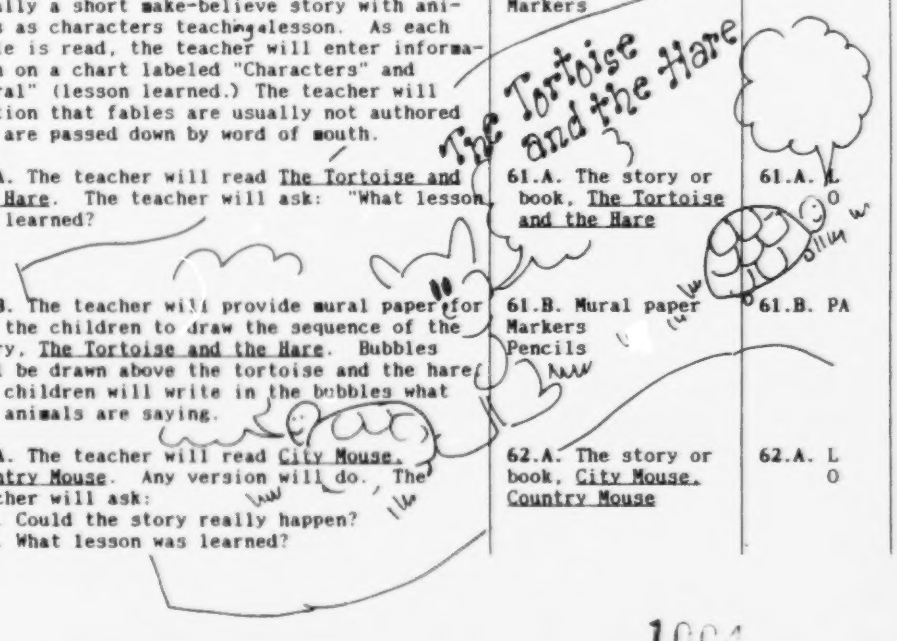


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	55.D. The children will plan illustrations for story.	55.D. R.115 E.1$_1$ R.115$_2$ R.115$_3$	55.D. R.115, H.22,24$_1$ R.115$_2$ R.115 A.42$_3$	55.D. The teacher will provide materials for planning illustrations for stories.	55.D. Paper Pencils Crayons	55.D. PA
	55.E. The children will proofread their stories after they are typed.	55.E. R.C44$_1$ E.*148,*149 *150$_2$ E.*63,*67$_3$	55.E. R.C37,C41, C44 E.67,82,83, 148,149, 184,185, *356,*360$_1$ E.*359, *360$_3$	55.E. The teacher will type the children's stories, leaving room for illustrations and will let children proofread texts.	55.E. Paper Typewriter Stories Pencils Correction fluid	55.E. O L
	55.F. The children will add illustrations to the text.	55.F. R.115 E.1$_1$ A.C1$_3$	55.F. R.115$_1$ R.115$_2$ R.115$_3$	55.F. The teacher will provide materials for children to illustrate the typed text.	55.F. Paper Pencils Crayons Books	55.F. PA
	55.G. The children will bind their stories into book form.	55.G. E.3,4,6 OC.46$_1$		55.G. The teacher will help children bind their stories into book form. (See Appendix for bookbinding suggestions)	55.G. Glue Scissors Paper Cardboard Needle/thread Book covering (such as wallpaper samples or fabric)	55.G. PA O L
56. Book: The Farmer's Alphabet	56. The children will listen to and discuss The Farmer's Alphabet.	56. R.3,4,10 E.340$_1$		56. The teacher will read and discuss The Farmer's Alphabet, noting the woodcut illustrations and sharing some of the information in the "Artist's Note" at the back of the book.	56. Book, The Farmer's Alphabet by Mary Azarian	56. O L
57. Book Illustrations	57. The children will observe differences in illustrations from various books.	57. R.3,4 E.340$_1$	57. A.C22$_1$	57. The teacher will share and compare illustrations from a variety of books, and will discuss differences in media and types and commenting on the elements of art portrayed. (The Farmer's Alphabet and Hansel and Gretel make a striking contrast.)	57. Book illustrations	57. L



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
58. Printmaking	58. The children will make prints from styrofoam trays.	58. R.115_1 R.115_2 R.115_3	58. R.115 A.$C22_1$ R.115 A.$C3_2$ R.115_3	58. The teacher will cut off the curved edges of styrofoam meat trays and let children draw designs on the flat part of the tray with pencils. (Remember, image will be reversed so any letters must be written backwards.) The teacher will help children "ink" trays and make prints.	58. Scissors Roller or brayer Thick tempera Styrofoam meat trays Pencils Paper	58. PA
Emphasis: Fables						
59. Book: Aesop's Fables	59. The children will listen to several fables and will discuss the fables.	59. R.3,4,113, 114 E.340_1 R.113,114_2 R.113,114_3	59. R.113,114_1 R.113,114, E.129,130, 131_2	59. The teacher will read several of Aesop's fables over a period of several days. Choose some well-known fables (The Hare and the Tortoise, The Lion and the Mouse, The Boy Who Cried Wolf) and some lesser known fables (Dog in the Manger, The Crow and the Pitcher, The Ant and the Dove).	59. Book, Aesop's Fables, retold by Ann McGovern (or any other good collection of Aesop's Fables)	59. O L
60. Elements of a Fable	60. The children will identify parts of a fable, using complete sentences.	60. R.3 E.340_1		60. The teacher will explain that a fable is usually a short make-believe story with animals as characters teaching a lesson. As each fable is read, the teacher will enter information on a chart labeled "Characters" and "Moral" (lesson learned.) The teacher will mention that fables are usually not authored but are passed down by word of mouth.	60. Chart Markers	60. L
61. The Tortoise and the Hare	61.A. The children will listen as the teacher reads or tells a classic fable.	61.A. R.3_1		61.A. The teacher will read The Tortoise and the Hare. The teacher will ask: "What lesson was learned?	61.A. The story or book, The Tortoise and the Hare	61.A. L O
	61.B. The children will make a cartoon mural of the Tortoise and the Hare.	61.B. E.1 R.71	61.B. E.344,352, 357_1	61.B. The teacher will provide mural paper for for the children to draw the sequence of the story, The Tortoise and the Hare. Bubbles will be drawn above the tortoise and the hare. The children will write in the bubbles what the animals are saying.	61.B. Mural paper Markers Pencils	61.B. PA
62. City Mouse, Country Mouse	62.A. The children will listen as the teacher reads a classic fable.	62.A. R.3,4_1	62.A. E.129_2	62.A. The teacher will read City Mouse, Country Mouse. Any version will do. The teacher will ask: 1. Could the story really happen? 2. What lesson was learned?	62.A. The story or book, City Mouse, Country Mouse	62.A. L O




The Tortoise and the Hare

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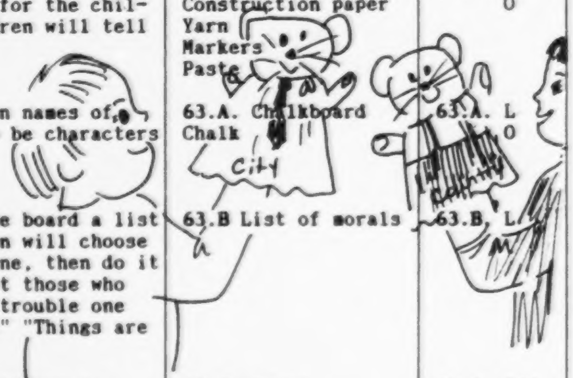
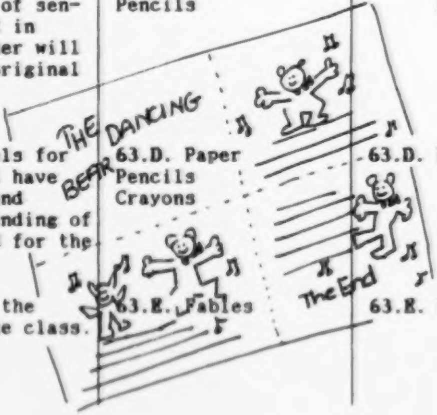
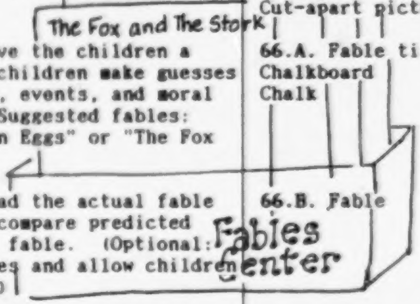
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				The teacher will remind children that fables are usually not written by an author at first, but are stories told by people first hand.		
	62.B. The children will act out City Mouse, Country Mouse.	62.B. R.3,4,8 E.3,4$_{1}$	62.B. A.6$_{2}$	62.B. The teacher will provide paper bags, construction paper, yarn, etc., for the children to make puppets. The children will tell the story through the puppets.	62.B. Paper bags Construction paper Yarn Markers Paste	62.B. PA O
63. Writing a Fable	63.A. The children will suggest a list of animal characters.	63.A. R.C44 E.341$_{1}$		63.A. The teacher will write down names of animals suggested by children to be characters in a fable.	63.A. Chalkboard Chalk	63.A. L O
	63.B. The children will choose a moral.	63.B. SS.C2$_{2}$	63.B. H.24$_{1}$	63.B. The teacher will put on the board a list of morals from which the children will choose one: "If you want a job well done, then do it yourself;" "Remember not to trust those who give false praise;" "In time of trouble one learns who his true friends are;" "Things are easier said than done."	63.B List of morals	63.B. L
	63.C. The children will write an original fable, using writing process.	63.C. R.4,8 E.30,31,32, C33,C34,48 OC.46$_{1}$ E.35,36,37, 38,39$_{2}$	63.C. E.37,38,39, *67,344, C346,C347, 352$_{1}$ E.394$_{2}$	63.C. The teacher will remind children to start characters' names and beginning of sentences with capital letters and to put in periods and question marks. The teacher will supervise the children as they write original fables.	63.C. Paper Pencils	63.C. ECS PF
	63.D. The children will illustrate their fables, using 3-4 pictures.	63.D. R.4,115 E.1$_{1}$ R.115$_{2}$ R.115 A.C1$_{3}$	63.D. R.115 E.*148,149, 183,*184, *185$_{1}$	63.D. The teacher will provide materials for illustrating fables. The teacher will have the children fold paper into fourths and illustrate the beginning, middle and ending of the story. (The first box may be used for the title.)	63.D. Paper Pencils Crayons	63.D. PA
	63.E. The children will read their fables to the class.	63.E. R.3,113,114 E.340$_{1}$	63.E. R.113,114 H.22,C23$_{1}$	63.E. The teacher will allow time for the children to share their fables with the class.	63.E. Fables	63.E. L

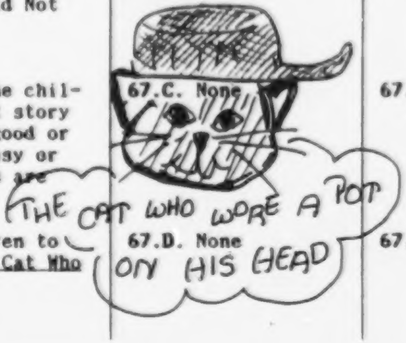




Unit Title Fantasy and Fact

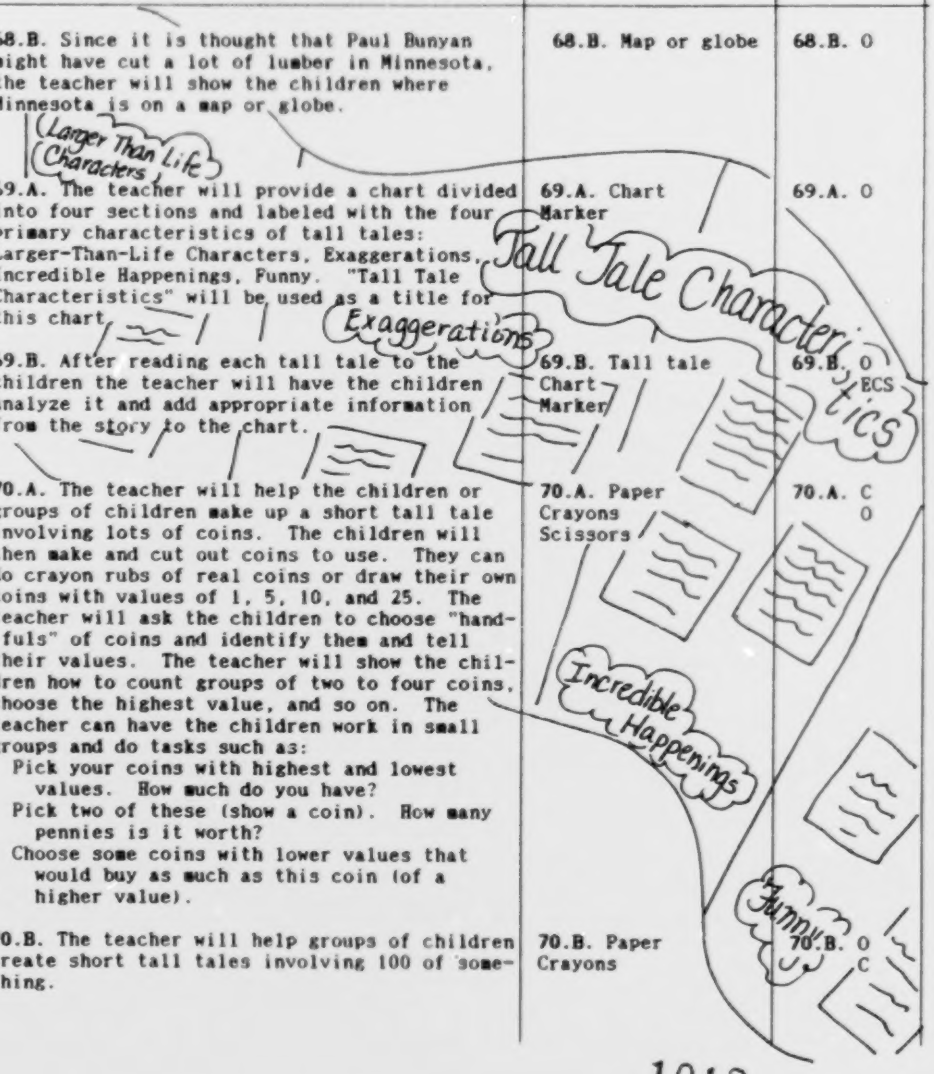
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	63.F. The children will take turns putting each other's pictures in order to tell a story.	63.F. R.7,112 E.339$_1$ R.112$_2$ R.112$_3$	63.F. R.C*63,112$_1$ R.112$_2$ R.112$_3$	63.F. The teacher will attach each fable to a piece of folded paper or manila folder and will place inside each folder the cut-apart pictures. The folders will be placed in a "Fables Center" to be put in order by the children.	63.F. Manila folders or folded construction paper Stapler/staples Fables Cut-apart pictures	63.F. O
66. Fable Predictions	66.A. The children will guess characters, events and moral of a fable when given a title.	66.A. R.C*70$_3$	66.A. R.C*70,85$_1$	66.A. The teacher will give the children a fable title and will let children make guesses as to what the characters, events, and moral of the fable might be. (Suggested fables: "The Goose with the Golden Eggs" or "The Fox and the Stork.")	66.A. Fable title Chalkboard Chalk	66.A. L
	66.B. The children will compare guesses to actual fable.	66.B. R.113,114$_1$ R.113,114$_2$ R.113,114$_3$	66.B. R.C*64, C*70,C*81, 113,114$_1$ R.113,114$_2$ R.113,114$_3$	66.B. The teacher will read the actual fable and lead a discussion to compare predicted stories with the original fable. (Optional: Give out other fable titles and allow children to write fables to match.)	66.B. Fable	66.B. L
67. Favorite Fables	67.A. The children will listen as the teacher reads a fable.	67.A. R.3$_1$		67.A. The teacher will read The Cat Who Wore A Pot on His Head, Jan Slepian and Ann Seidlu. (The original title was Bendemolena.)	67.A. The Cat Who Wore a Pot On His Head by J. Slepian and A. Seidlu	67.A. O
	67.B. The children will identify fantasy and fact in a fable.	67.B. R.13,17 E.49$_1$	67.B. R.31,46,49, 50,51 E.54,55,56, 57$_1$	67.B. The teacher will have the children add to the previous chart: "Things That Could Happen" and "Fantasy Things That Could Not Happen."	67.B. Fable Chart Marker	67.B. ECS,
	67.C. The children will listen as the teacher describes a fable.		67.C. E.129$_2$	67.C. The teacher will review with the children the fact that a fable is a short story that usually teaches a lesson about good or wise behavior. It is a type of fantasy or make-believe story and the characters are animals.	67.C. None	67.C. O
	67.D. The children will identify elements of a fable from the story.	67.D. R.C*70$_3$	67.D. R.C*70$_1$ R.C*71 E.129$_2$	67.D. The teacher will ask the children to tell why they would suspect that The Cat Who Wore a Pot on His Head is a fable.	67.D. None	67.D. L


The Fox and The Stork
Fables Center

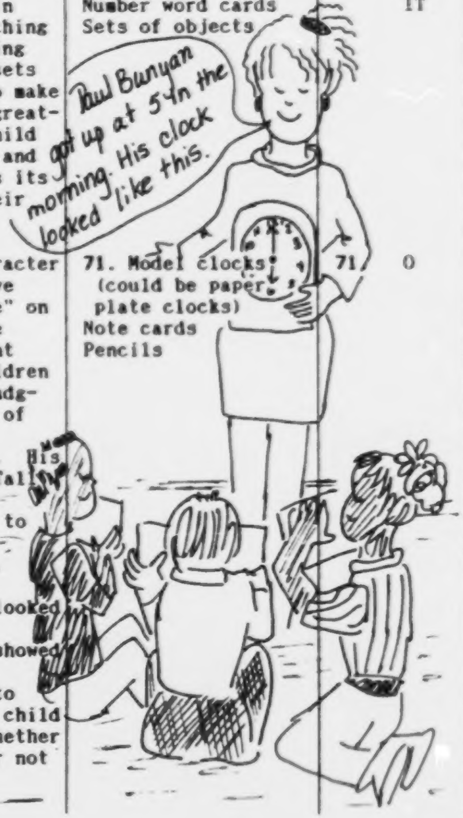

THE CAT WHO WORE A POT ON HIS HEAD

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	67.E. The children will identify words that rhyme and follow specific consonant/vowel patterns.	67.E. R.13,17 E.49$_1$ R.14,15,45 E.50,52$_2$ E.54,55,56, 57$_3$	67.E. R.31,46,49, 50,51 E.54,55,56, 57$_1$	67.E. The teacher will point out that as Bendemolena tried to figure out each message, she used consonant substitutions. Ex.: Put the fish on to bake. Put the smish on to fake. Put the bish in the lake. Put soap in the cake. The teacher will put examples like the above example on the board. The teacher will have the children circle rhyming words and discuss CVCV and CVC patterns.	67.E. Chalkboard Chalk	67.E. O L
	67.F. The children will identify most words and endings.	67.F. E.60,*69, *72$_3$	67.F. E.60,C68, 71,345$_1$	67.F. The teacher will write words with suffixes from The Cat Who Wore a Pot on His Head on the board. lived going ironing liked wanted ironed decided mixed gathered The teacher will explain root words and endings. The teacher will have the children circle the root word and underline the endings. The teacher will point out that in decoding words it sometimes helps to find the root word first.	67.F. Markers Chart paper with words from The Cat Who Wore a Pot on His Head lived going liked wanted decided mixed watching raced ironing gathered ironed dressed	67.F. O
	67.G. The children will play "gossip."	67.G. R.3$_1$ OC.38$_3$	67.G. OC.C34$_2$	67.G. The teacher will begin the game by whispering into the first child's ear. That child will whisper the message to his neighbor and so on. The last child will say aloud what he was told. Distortion of the words will be compared to what happened when the cat in the story did not hear his messages clearly.	67.G. None	67.G. L
	67.H. The children will design their own hats.	67.H. E.1,3,4,5, 6,26,27, 28$_1$ E.9$_2$	67.H. H.22$_1$ A.6,H.35$_2$ A.42$_3$	67.H. The teacher will make available materials for the children to design their own hats. A creative hat parade will be held and each child will vote for his/her favorite hat.	67.H. Assorted materials: Paper plates, foil, colored feathers, boxes, etc.	67.H. PA
Emphasis: Tall Tales						
68. Paul Bunyan	68.A. The children will describe events in a Tall Tale that have been exaggerated.	68.A. E.340 R.4,8,114$_1$ R.114$_2$ R.114$_3$	68.A. E.124 R.C*60, C*66,C*81$_1$ R.114,C*82 E.131$_2$ R.114$_3$	68.A. The teacher will read and discuss the story of Paul Bunyan. The teacher will ask the children: "In the story of Paul Bunyan, what is exaggerated to make it a tall tale?"	68.A. Story about Paul Bunyan from American Tall Tales	68.A. O L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	68.B. The children will demonstrate interest as the teacher uses a map or globe to locate the story setting.	68.B. SS.37_3	68.B. E.124 SS.50_1 SS.23_2 SS.44_3	68.B. Since it is thought that Paul Bunyan might have cut a lot of lumber in Minnesota, the teacher will show the children where Minnesota is on a map or globe.	68.B. Map or globe	68.B. O
69. Tall Tales Trivia	69.A. The children will listen as the teacher introduces the main characteristics of Tall Tales.	69.A. R.$C44_1$	69.A. R.$C44_1$ E.131_2	69.A. The teacher will provide a chart divided into four sections and labeled with the four primary characteristics of tall tales: Larger-Than-Life Characters, Exaggerations, Incredible Happenings, Funny. "Tall Tale Characteristics" will be used as a title for this chart.	69.A. Chart Marker	69.A. O
	69.B. The children will add information derived from story details to a summary chart.	69.B. R.3,4_1	69.B. R.C*66_1 M.244_3	69.B. After reading each tall tale to the children the teacher will have the children analyze it and add appropriate information from the story to the chart.	69.B. Tall tale Chart Marker	69.B. O ECS
70. Tall Tales Math Games	70.A. The children will identify and count money.	70.A. MA.134,137_1 MA.136, $C140_2$ MA.C*145 C*146_3	70.A. MA.140_1 MA.C*145, C*146, C*162, C*163,C186 199,C*200_2 MA.151_3	70.A. The teacher will help the children or groups of children make up a short tall tale involving lots of coins. The children will then make and cut out coins to use. They can do crayon rubs of real coins or draw their own coins with values of 1, 5, 10, and 25. The teacher will ask the children to choose "handfuls" of coins and identify them and tell their values. The teacher will show the children how to count groups of two to four coins, choose the highest value, and so on. The teacher can have the children work in small groups and do tasks such as: Pick your coins with highest and lowest values. How much do you have? Pick two of these (show a coin). How many pennies is it worth? Choose some coins with lower values that would buy as much as this coin (of a higher value).	70.A. Paper Crayons Scissors	70.A. C O
	70.B. The children will form working groups to make up numbers Tall Tales.	70.B. M.3,8,7,18_1 M.C*4,$C9_2$ M.$C24_3$	70.B. M.22,$C24_1$ M.C*4,$C9_2$	70.B. The teacher will help groups of children create short tall tales involving 100 of something.	70.B. Paper Crayons	70.B. O C



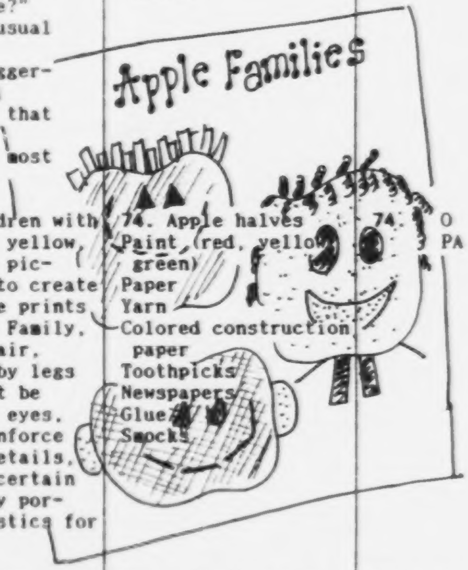
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	70.C. The children will write, represent, and discuss numbers to 100.	70.C. M.C*3,C18, 31,32$_1$ M.C*4,25$_2$ M.C24$_3$	70.C. M.C18,C.24, 32$_1$ M.C*4$_2$	70.C. The children, working together, can draw and cut out 100 of the objects in their story, making some in strips of ten and others in "ones." They can then work together matching sets of objects to number cards and telling their place value. (23 objects--make 2 sets of ten and 3 sets of one.) They can also make 2 sets of objects and tell which set is greater or if the values are the same. One child can represent a number with the counters and another can write its numeral and discuss its place value. Children can also match their tall tale counters to number word cards.	70.C. Number cards to 100 Number word cards Sets of objects	70.C. O MC IT
71. Tall Tale Times	71. The children will read clocks and make judgments about time.	71. MA.138$_1$ M.C*141$_2$ M.C*147 C152$_3$	71. MA.141 M.C*147, C*201$_2$ minute	71. After reaching about a tall tale character such as Paul Bunyan, the teacher will have children make a card that says "tall tale" on one end and "fact" on the other end. The teacher will use a model clock and present problems such as the following. The children will hold up their cards to show their judgments in relation to the fact or fantasy of the time statement. o Paul Bunyan got up at 5 in the morning. His clock looked like this. (Show 6:00) (Tall Tale) o Paul's ox Babe took about half an hour to eat a ton of hay. (Tall Tale) o Paul ate a bit hamburger in 10 minutes. (Fact/reasonable) o Paul went to bed at 9 p.m. His clock looked like this. (Show 9:00) (Fact) o Paul slept all night long. His clock showed ... (Show 2:00) (Tall Tale) Next, the teacher will ask the children to work in pairs and set model clocks. One child can name a time and the other can tell whether that time is shown on the clock (Fact) or not (Tall Tale).	71. Model clocks (could be paper plate clocks) Note cards Pencils	71. O



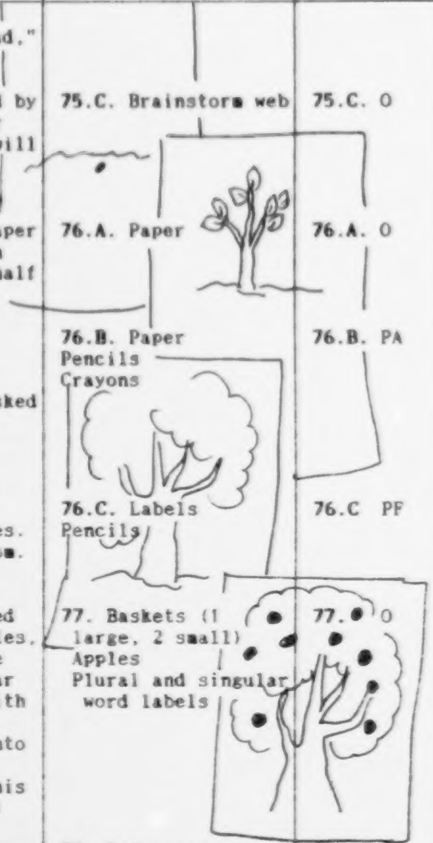
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
72. Math Flapjacks	72.A. The children will make numeral pancakes.	72.A. MA.7,8$_{1}$	72.A. M.C*153$_{3}$	72.A. After reading Paul Bunyan (or another story involving flapjacks), the teacher will work with a small group of children to make flapjack (pancake) batter. The teacher will pour thin batter into a squeeze bottle and help each child form numeral pancakes in an electric skillet. Children can also make the correct number of small round pancakes. Flapjacks may be sprinkled with cinnamon sugar; no syrup and butter are necessary.	72.A. Pancake batter ingredients Measuring cups and spoons Electric skillet Spatula Paper plates or napkins Cinnamon sugar Oil Squeeze bottle	72.A. O
	72.B. The children will use counters to make tens stacks and will orally describe their work.	72.B. R.3,4 M.C15,M.C18 M.C*4, C9$_{2}$ M.C*5,C10$_{3}$	72.B. M.C15,M.C18 M.C*4,C9$_{2}$ M.C.*5, C10$_{3}$	72.B. The teacher will give the children checkers or other round plastic counters and have the children make stacks of ten "pancakes." Each child will orally describe his/her stack. Example: "I have three red pancakes and seven black pancakes."	72.B. Round checkers or counter disks	72.B. O L MC
	72.C. The children will represent, identify, and write numbers.	72.C. M.C*3,C7 C8,C.18$_{1}$ M.C*4,C9 25$_{2}$ M.C*5, C*22$_{3}$	72.C M.C.7,C.8 C.18,C*22 27$_{1}$ M.C*4,C9$_{2}$ M.C*5$_{3}$	72.C. The teacher will draw "stacks" of ten flapjacks each and single flapjacks and duplicate copies for the children. Each child can color and cut out several stacks and single flapjacks. Children will work in small groups and make groups of flapjacks, tell their numbers, and write their numeral. For example, one child could arrange 3 stacks of flapjacks and 7 single flapjacks; the others could count and write 37. Children can also place their flapjacks on plates numbered by the teacher or on plates with number words. Children can take turns making "Paul Bunyan" orders: ("I want 82 flapjacks") and "serving" the orders.	72.C. Paper flapjacks in tens and ones Paper Paper plates	72.C. PA O MC
73. Johnny Appleseed	73.A. The children will defend their reasons for a choice regarding story fact and story fiction.	73.A. R.3,4 M.31,239$_{1}$ M.C*4$_{2}$	73.A. M.C240 C*250$_{1}$ M.C*4$_{2}$ M.244$_{3}$	73.A. The teacher will read a book about Johnny Appleseed and his exploits to the children. The children will be asked to identify the story as one of fact of fantasy and to explain the reasons for their choice. Each child will be allowed one vote and votes will be recorded by placing a clothespin with an apple mounted on it in the appropriate column on a clothespin graph. The children will be involved in counting and summarizing graph data.	73.A. Book on Johnny Appleseed Apple pictures Clothespins	73.A. O

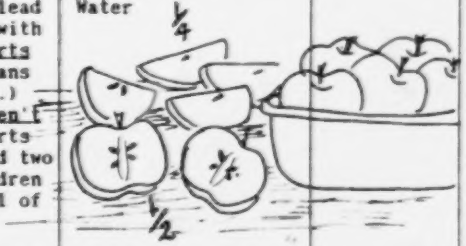
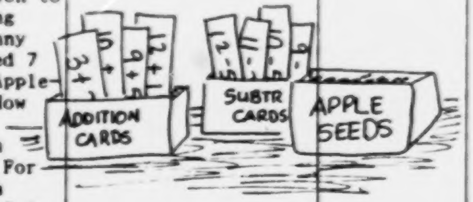
I have three red pancakes and seven black pancakes

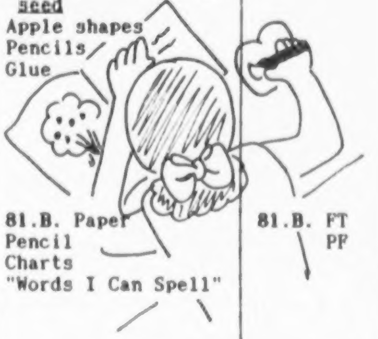
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	73.B. The children will abstract information from the story to add to the "Tall Tale Characteristics" chart.	73.B. R.114$_1$ E.299 R.114$_2$	73.B. R.C*81,114$_1$ R.114$_2$ R.114$_3$	73.B. The teacher will ask the children appropriate questions to add data to the chart of "Tall Tale Characteristics" begun with Paul Bunyan. "Why is Johnny Appleseed a Tall Tale?" "What did Johnny Appleseed do that usual people couldn't do?" "What things do you think were exaggerated?" "What were the 'incredible' things that happened in this story?" "Which parts of the story were the most humorous?"	73.B. "Tall Tale Characteristics" chart Marker	73.B. L ECS
74. Apple Pattern Prints	74. The children will use apple halves to make patterns and will classify the prints by color and like detail.	74. R.1,2 M.C35$_1$ E.2,253$_1$ R.C*81$_3$	74. R.C*81, A.2,C3 C26, 32$_2$	74. The teacher will provide the children with apple halves and ask them to use red, yellow, and green paint to make apple-pattern pictures. Other materials will be used to create apple-people families from those apple prints that are the same colors. The Yellow Family, for example, may all be given brown hair, brown eyes, orange smiles, short stubby legs and skinny arms. The Red Family might be indicated by toothpick mouths, silver eyes, and purple ears. The teacher can reinforce the idea that "characteristics" are details, and that just as all Tall Tales have certain characteristics, so their Apple Family portraits will provide common characteristics for apple people.	74. Apple halves Paint (red, yellow, green) Paper Yarn Colored construction paper Toothpicks Newspapers Glue Smocks	74. O PA
75. Apple Brainstorm	75.A. The children will name things related to the word "apples."	75.A. R.3,4,10 C*42,C44$_1$ R.C*42 C44$_2$ R.C*42 C.43,C.44$_3$	75.A. R.C*4.2$_1$ C.44$_1$ R.C*42$_1$ C44$_1$C*71$_2$ R.C*42 C.44$_1$	75.A. The teacher will have the children think of as many things as they can that the word "apples" makes them think of: kinds of apples, recipes with apples, tools for working with apples, things we do with apples, stories that have apples in them, books or magazines that might have apple pictures, things about apples (where they came from, where they grow, how we preserve them, how worms get in them, etc.), songs that include apples, etc.	75.A. Chart paper Markers	75.A. L EC5
	75.B. The children will describe activities they might do to find out more about apples.	75.B. R.3,4,10$_1$	75.B H.24$_1$	75.B. The brainstorm web will be the base for listing things we might do to find out more about apples. The teacher will have the children think of activities they might do in the following areas: "Things We Can Talk About,"	75.B Brainstorm web Chalk Chalkboard	75.B. O L



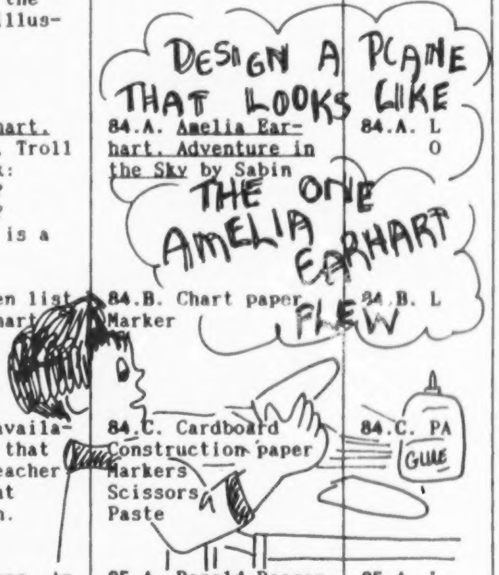
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				"Things We Can Act Out," "Things We Can Read," "Things We Can Write," "Things We Can Do."		
	75.C. The children will list things they can do now and select things to do later.		75.C. H.24$_1$	75.C. From the list of activities generated by the children (and the teacher), the teacher will select a sampling to do now. Others will be carried over to the unit which follows, "The Big Backyard."	75.C. Brainstorm web	75.C. O
76. Apple Growth Chart	76.A. The children will divide a paper strip into halves and fourths.	76.A. M.86,87$_1$	76.A M.C.*87 C*88$_1$	76.A. The teacher will provide strips of paper about 4" x 16" and instruct the children in folding these in half horizontally and in half again, to divide the paper into fourths.	76.A. Paper	76.A. O
	76.B. The children will draw four stages in the life of an apple tree.	76.B. E.1,338 R.7 M.C.17$_1$	76.B M.C.17$_1$	76.B. The teacher will ask the children to think of four stages the apple tree goes through in its life (seed, seedling, tree, fruit-bearing tree). Each child will be asked to draw these stages beginning on the left side of the paper with the first stage and moving to the right side of the paper.	76.B. Paper Pencils Crayons	76.B. PA
	76.C. The children will write labels for their drawings.	76.C. R.4 E.C33,C34 E.*357$_3$	76.C. E.344$_1$	76.C. The teacher will ask the children to label their drawings with words or sentences. These drawings will be displayed in the room.	76.C. Labels Pencils	76.C PF
77. Apple Picking	77. The children will identify words that are plural.	77. E.*69 *255$_3$	77. E.*69$_2$ *255$_1$	77. The teacher will provide a basket filled with apples. (Cut-outs, small plastic apples, or real apples can be used.) On each apple there will be a word written in its singular or plural form. The teacher will review with the children the endings for plural words. The children are to then sort the apples into two smaller baskets labeled "singular" and "plural" OR "one" and "more than one." (This activity can be used in a learning center.)	77. Baskets (1 large, 2 small) Apples Plural and singular word labels	77. O
78. Apple Facts	78. The children will practice basic facts.	78. M.56,64$_1$	78. M.61$_1$	78. The teacher will help the children prepare paper apples with math facts they are trying to learn written on one side and answers written on the other side. Each child should use a hole punch and punch holes near each fact. The teacher can help each child make a "worm" from a small piece of green pipecleaner. Each child will choose a fact, say the answer, poke the "worm" through the hole, then turn the	78. Red paper Hole punchers Scissors Green pipecleaners Pencils	78. O



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				apple over to check the answer. Children may exchange apples and try to say each other's facts.		
79. Apple Math	79. The children will help to cut apples into fractional parts.	79. M.C*87$_1$ M.C*88$_2$ M.C*89$_3$	79. M.C*87. C*88$_1$ M.C*89$_2$	79. As part of the study of Johnny Appleseed, children can take turns helping the teacher cut apples into halves, thirds, fourths, sixths, and eighths. The teacher should lead the children in seeing that when working with fractions, we are concerned with equal parts and with the number of parts. (Halves means 2 equal parts; sixths means 6 equal parts.) The teacher can demonstrate parts that aren't equal. The children can identify some parts that are approximately equal (one half and two fourths, one third and two sixths). Children can eat the apples or place them in a bowl of clean water so they do not turn brown.	79. Apples Plastic knives Bowl Water 	79. O C
80. Apple Seed Problems	80. The children will solve problems using counters.	80. MC*55,C56, C*63,C64$_1$ M.C*57$_2$ M.C*58, C*65,C*67 *70,C*75$_3$	80. MC*57,61, C*65,176, 177,188$_1$ MC*58, C*67, *70$_2$ M.C*59, C*72$_1$ C*75$_3$	80. After reading Johnny Appleseed, children will work problems with apple seeds. They can: o Use addition and subtraction cards and lay out apple seeds to solve combinations they have not memorized. o Lay out seeds to represent 2 digit numbers. o Represent and solve 2 digit addition and subtraction problems using apple seeds. o Read simple problems from cards or listen to apple seed problems and solve them using seeds as necessary. For example, "Johnny planted 10 apple seeds. Then he planted 7 more. How many did he plant?" "Mrs. Appleseed planted 12 seeds. Only 5 grew. How many did not grow?" o Choose number sentence cards to go with written or orally presented problems. For example, 10-3 = ☐ goes with the problem "Johnny had 10 apple seedlings. He sold 3 to Farmer Brown. How many seedlings does Johnny have now?"	80. Apple seeds Paper Pencils Number sentence cards 	80. O MC

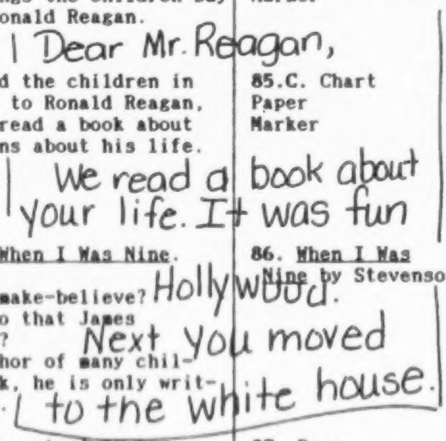
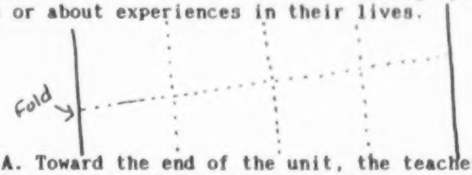
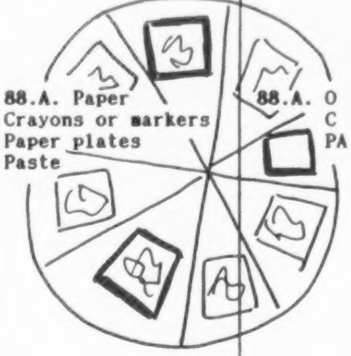
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
81. The Word Bag	81.A. The children will select words from the story to learn how to spell.	81.A. E.4,31,33, 34_1	81.A. E.*67_1	81.A. The teacher will provide each child with a small brown bag (or a copy of a drawn burlap bag)(or a copy of a drawn burlap apple sack). Each child will look through a book about Johnny Appleseed and pick out five special words that s/he would like to learn to spell. The child will copy each word onto an apple shape cut by the teacher and drop it into the brown bag or glue it onto the drawing. The children will take their words home, study them, and be prepared for a test on the words the next week.	81.A. Small brown bags Book, Johnny Appleseed Apple shapes Pencils Glue 	81.A O
	81.B. The children will complete a test of spelling with 80% accuracy.	81.B E.*67_3	81.B. E.*67.	81.B. The teacher or assistant teacher will read each child the words studied and have him/her spell the words orally or write them down. These words will be recorded on a cumulative chart of "Words I Can Spell" kept by each child in his/her writing folder.	81.B. Paper Pencil Charts "Words I Can Spell"	81.B. FT PF
82. John Henry	82.A. The children will listen to and participate in a discussion of John Henry.	82.A. R.3,4_1 E.299_1 300_3	82.A R.85_1	82.A. The teacher will read to the children the story of John Henry and his hammer. A discussion of the fact and fantasy elements from the story will be led by the teacher.	82.A. Story about John Henry from American Tall Tales	82.A. O L
	82.B. The children will contribute to the summary chart.	82.B. R.3,4_1	82.B. R.C*64, C*68_1	82.B. The teacher will ask the children to think about the story and help complete the summary chart begun with Paul Bunyan.	82.B. "Tall Tale" Chart Markers	82.B. L
	82.C. The children will assist in comparing two tall tales.	82.C. R.113,114_1 R.113,114_2 R.113,114_3	82.C. R.113,114_1 R.113,114_2 R.113,114_3	82.C. As new information is added, the two stories will be compared.	82.C. Stories	82.C. L
83. Figurative Language in Tall Tales	83.A. The children will listen to a discussion of exaggeration as a figurative use of language.		83.A. R.80_1	83.A. The teacher will discuss exaggeration as a figurative use of language.	83.A. Paul Bunyan and John Henry	83.A. O L
	83.B. The children will paraphrase examples of exaggeration.		83.B. R.C74_1	83.B. The teacher will read examples of exaggeration from Paul Bunyan and John Henry and will ask children to paraphrase the statements.	83.B. Paul Bunyan and John Henry	83.B. L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	83.C. The children will match examples of figurative language to the literal meanings.	83.C R.C*60$_3$	83.C. R.C60$_1$	82.C. The teacher will put a matching exercise on the board to do as a group activity, choosing figurative language and corresponding literal meanings.	82.C. Chalkboard Chalk	82.C. O L
	83.D. The children will create examples of exaggeration and illustrate them.	83.D. R.115$_1$ R.115$_2$ R.115$_3$	83.D. R.80,115$_1$ R.115$_2$ R.115$_3$	832.D. The teacher will ask the children to think of original examples of exaggeration and illustrate them. Each child will be provided with a strip of paper on which the teacher has written: a ________ as _________ as a _________ The teacher will ask the children to provide several examples of what would work in the blanks. Each child will complete and illustrate a strip.	83.D. Paper Pencils Crayons	83.D. PA PF
Emphasis: True Stories						
84. Amelia Earhart. Adventure in the Sky	84.A. The children will identify a biography as a story about one's life.	84.A. E.340$_1$ R.3,4,114$_1$ R.114$_2$ R.114$_3$	84.A R.114$_1$ R.114$_2$ R.114$_1$ E.111$_3$	84.A. The teacher will read Amelia Earhart. Adventure in the Sky by Francine Sabin, Troll Associates, 1983. The teacher will ask: 1. Is the story real or make believe? 2. What is Amelia Earhart famous for? The teacher will explain that the book is a biography.	84.A. Amelia Earhart. Adventure in the Sky by Sabin	84.A. L O
	84.B. The children will list things they have in common with Amelia Earhart.	84.B. R.10$_1$	84.B H.50$_3$	84.B. The teacher will have the children list things they like to do that Amelia Earhart liked to do.	84.B. Chart paper Marker	84.B. L
	84.C. The children will design a plane similar to the one Amelia Earhart flew.	84.C. E.3,4$_1$	84.C H.22$_1$ A.C22$_1$ A.6,32$_1$,40$_2$ A.C.5,52$_3$	84.C. The teacher will make materials available for the children to design a plane that looks like the one Amelia flew. The teacher may want to read other biographies about pilots or other biographies about women.	84.C. Cardboard Construction paper Markers Scissors Paste	84.C. PA
85. Ronald Reagan. An All American	85.A. The children will identify a biography as a story about one's life.	85.A. E.340 R.3,4$_1$	85.A E.111$_3$	85.A. The teacher will read Ronald Reagan. An All American. The teacher will ask: 1. Is the story real or make believe? 2. Why is Ronald Reagan famous? The teacher will explain that the book is a biography--a story about Reagan's life.	85.A. Ronald Reagan. An All American by Behrens	85.A. L O

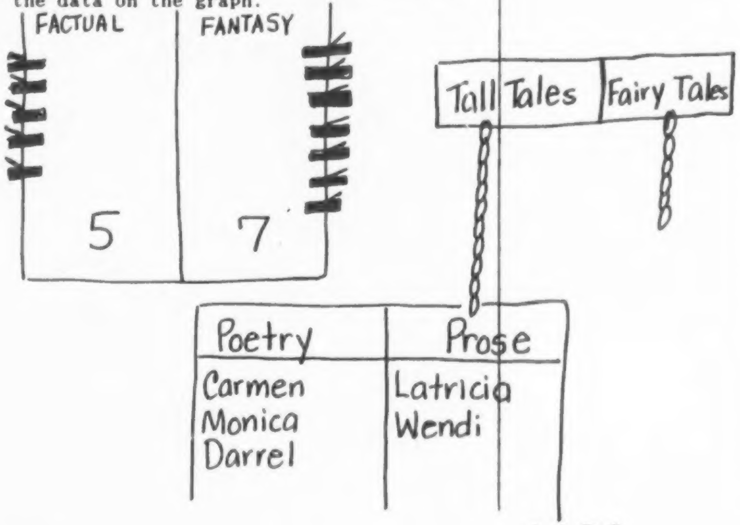

DESIGN A PLANE THAT LOOKS LIKE THE ONE AMELIA EARHART FLEW
GLUE

1025

1026

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	85.B. The children will list things they have in common with Ronald Reagan.	85.B. R.10$_1$		85.B. The teacher will make a language experience chart listing the things the children say they have in common with Ronald Reagan.	85.B. Chart paper Marker	85.B. ECS
	85.C. The children will compose a letter to Ronald Reagan.		85.C. E.183, C346,C347, 352$_1$ E.*200,201 *380,381$_2$ E.*166$_3$	85.C. The teacher will lead the children in writing a classroom letter to Ronald Reagan, telling him that they had read a book about him and asking him questions about his life.  Dear Mr. Reagan, We read a book about your life. It was fun Hollywood. Next you moved to the white house.	85.C. Chart Paper Marker	85.C. ECS PA
86. When I Was Nine	86. The children will identify an autobiography as a story about one's own life.	86. R.3,4,114$_1$ R.114$_2$ R.114$_3$	86. R.62,114$_1$ R.114$_2$ R.112,114$_3$	86. The teacher will read When I Was Nine. The teacher will ask: 1. Is the story real or make-believe? 2. What do you like to do that James Stevenson likes to do? James Stevenson is the author of many children's books. In this book, he is only writing about part of his life.	86. When I Was Nine by Stevenson	86. L
87. Autobiography	87. The children will use writing skills to write an autobiography.	87. R.4,8,10$_1$ E.35,36,37, 38,39*149, *150$_2$ E.*184,185$_3$	87. R.C*63 E.37,38,39, *67,83, *150,*148, *184$_1$ E.62,375$_2$ E.45,46,47$_3$	87. The teacher will supply materials for the children to write their own autobiographies or about experiences in their lives. 	87. Paper Pencils	87. PA PF
88. Fact/Fantasy Favorites	88.A. The children will make and interpret paper plate graphs.	88.A. R.3,4 M.239$_1$ M.C*88$_2$ M.C*89$_3$	88.A. M.240,241, 250 M.C15,*86, 87,88 H.24$_1$ M.C*89$_2$ M.244$_3$	88.A. Toward the end of the unit, the teacher will show the children how to fold a piece of paper in half, then fourths, then in eighths. Each child will draw favorite scenes or characters from the stories in the unit on the parts of the paper. Children should cut out their pictures. The teacher will next help each child divide a paper plate into eighths. Each child can then decide whether his or her pictures represent fact or fantasy, and paste them onto the sections of the plate grouping similar pictures together. Fact pictures can be outlined in red and fantasy pictures in blue. The teacher can help a few children interpret their graphs telling what the pic-	88.A. Paper Crayons or markers Paper plates Paste 	88.A. O C PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				tures represent, how many of each kind there are, and some fractional statements ("Two out of my eight pictures are from fact stories.") The rest of the children can them discuss what their graphs show in small groups.		
	88.B. The children will make and interpret clothespin graphs.	88.B. R.4,113 OC.46 M.C15$_1$ R.113$_2$ R.113$_3$	88.B. R.113 M.C*15, C*250$_1$ R.113$_2$ R.113$_3$	88.B. The teacher can help children mark a clothespin or paper clip graph showing whether they liked factual or fantasy stories better (or whether they liked tall tales or fairy tales or whether they liked poetry or prose better). The teacher can help the children interpret the graph by asking, "What does our graph tell us?" and other specific questions.	88.B. Graph form with 2 categories Clothespins or large paper clips	88.B MC L
89. Story Graph	89.A. The children will help make a story graph for stories read in this unit.	89.A. R.2 M.C15$_1$	89.A. M.15,C*250$_1$ M.244$_3$	89.A. The teacher will construct a story graph labeled: Fables, Tall Tales, Fairy Tales, True Books, Other Books. The teacher will fill in a square in the proper category for each book read so far during the unit.	89.A. Chart Marker Paper Glue Scissors	89.A. O ECS
	89.B. The children will use data on the graph to answer questions.	89.B. M.239$_1$	89.B. M.C240, C241,C*250$_1$ M.224$_3$	89.B. The teacher will then ask questions about the graph that require interpretation of the data on the graph.	89.B. Story Graph	89.B. L



Poetry	Prose
Carmen	Latricia
Monica	Wendi
Darrel	

FACT AND FANTASY

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FANTASY AND FACT

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Wisniewski, D. (1989). The Warrior and the Wise Man. New York: Lothrop, Lee & Shepard Books. Exquisite cut-paper illustrations.

Yolen, J. (1986). Favorite Folktales from Around the World. New York: Pantheon Books. Includes several Swedish and Jewish folktales, as well as other countries.

Yolen, J. (1981). Sleeping Ugly. Coward-McCann, Inc. More than just a fairy tale.

Yolen, J. (1967). The Emperor and the Kit. New York: Philomel Books.

Zelinsky, P. (1986). Rumpelstiltskin. New York: E. P. Dutton. A Caldecott Honor Book.

Zemach, M. (1983). The Little Red Hen. New York: Puffin Books.

Poetry

Alexander, R. (1983). Poetry Place Anthology. New York: Instructor Books. Includes more than 600 poems for all occasions.

de Regniers, B., Moore, E., White, M., & Carr, J. (eds.). (1988). Sing A Song of Popcorn. New York: Scholastic, Inc.

de Regniers, B., Moore, E., & White, M. (1969). Poems Children Will Sit Still For: A Selection for the Primary Grades. New York: Scholastic Book Services.

Hopkins, L., & Arenstein, M. (eds). (1976). Poems You'll Like: Potato Chips and a Slice of Moon. New York: Scholastic Books.

Larrick, N. (ed.). (1973). More Poetry for Holidays. New York: Scholastic Book Services.

McGovern, A. (1977). Feeling Mad/Feeling Sad/Feedling Bad/Feeling Glad. New York: Scholastic Book Services. Poems about feelings.

Merriam, E. (1988). You Be Good and I'll Be Night: Jump-On-the-Bed Poems. New York: Morrow Junior Books. An exuberant collection of poems that any child will want to hear again and again.

Prelutsky, J. (1984). The New Kid on the Block. New York: A book of poetry that every teacher should have because every child loves it.

Prelutsky, J. (ed.). (1983). The Random House Book of Poetry for Children: A Treasury of 572 Poems for Today's Child. New York: Random House. Excellent source of poems.

The Real Mother Goose. (1916). Chicago: Rand McNally & Co. The definitive Mother Goose.

Scarry, R. (1970). Richard Scarry's Best Mother Goose Ever. New York: Golden Press.

Silverstein, S. (1981). A Light in the Attic. New York: Harper & Row.

Silverstein, S. (1974). Where the Sidewalk Ends. New York: Harper & Row.

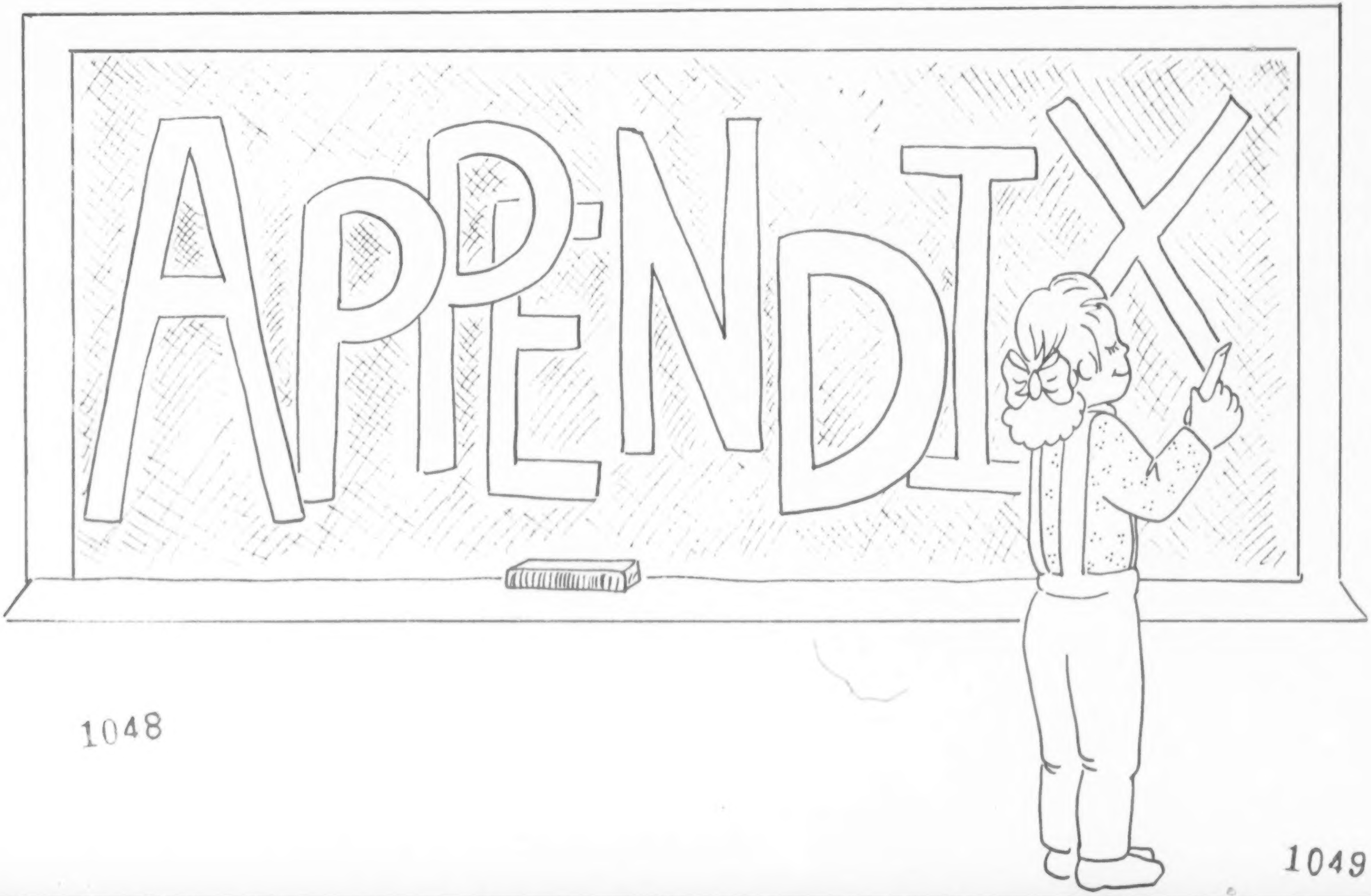
Stevenson, R. L. (1989). A Child's Garden of Verses. New York: Delacorte Press. Poems are organized around themes.

Stevenson, R. L. (1981). A Child's Garden of Verses. New York: Checkerboard Press. Enchanting illustrations by Tasha Tudor.

Tashian, V. (1969). Selections from Juba This and Juba That. New York: Scholastic Book Services. Chants, stories, poems, finger plays, songs and more.

Watson, C. (1971). Father Fox's Pennyrhymes. New York: Scholastic Book Services. Rollicking collection of nonsense rhymes.

Withers, C. (ed.). (1948). Favorite Rhymes From A Rocket in My Pocket. New York: Scholastic Book Services. A collection of common jump rope and counting rhymes plus most of the ones that seem to get handed down through everyone's childhood.


APPENDIX

FANTASY AND FACT

VOCABULARY

opinion
nonsense
contraction
digraph
soared
antonym
setting
copy editor
printmaking
fantasy
summarize
biography

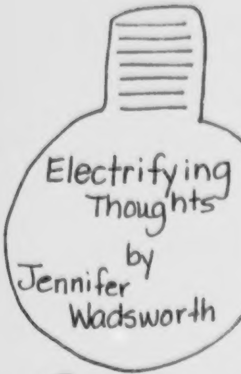
fact
figurative
possessive
billowing
scurried
sequence
plot
proofreader
moral
tall tale
humorous

rhyme
haiku
apostrophe
preen
droves
graph
publish
printer
fable
exaggerate
fiction

question mark
adventure
homonym
ledge
phrase
characteristic
author
binder
fairy tale
incredible
literal

frieze
detail
intersect
nestled
quotation marks
motive
editor
illustrator
word-of-mouth
analyze
autobiography

Types of Binding

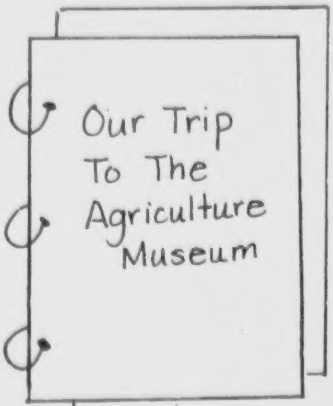

Electrifying Thoughts
by
Jennifer Wadsworth

Shape Books

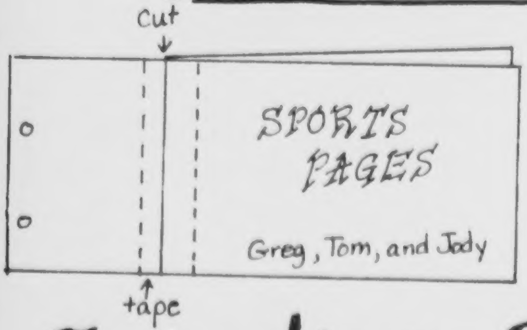
- Soft covers are stapled over pages or holes are punched and pages are held together with yarn or paper fasteners.

Loosely-Bound Books

Hole-punch pages and heavy cardboard or poster-board covers. Secure with rings or ties.


Our Trip
To The
Agriculture
Museum

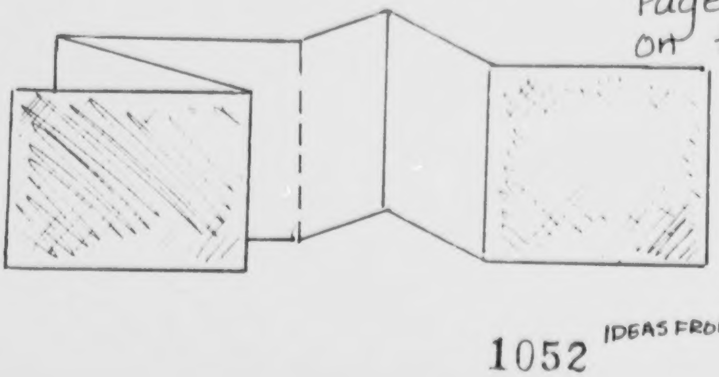
Hard-cover Books


cut
SPORTS
PAGES
Greg, Tom, and Jody
tape

Use very heavy cardboard such as cardboard from packing boxes. Punch holes in covers and pages. Secure with extra-long brads. Covers are flexible because they have been cut and taped-over with binding tape.

Accordian Style

Stiff covers at each end are glued to end pages. Pages are taped together on the back side.



IDEAS FROM: WHOLE LANGUAGE APPROACH TO WRITING AND THINKING BUREAU OF SCHOOL IMPROVEMENT S.D.E of Mississippi Sept. 1986

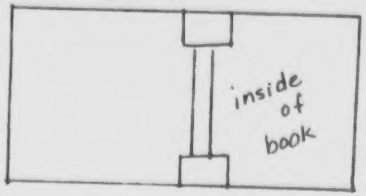
Bookmaking

You will need

- 2 pieces of cardboard cut - 7" by 9"
- 1 piece of 2" wide masking tape
- 2 pieces of 8½ x 14" white mimeograph paper
- 2 sheets of 8½ x 14" construction paper
- 1 Large needle
- 1 awl or ice pick
- sewing thread
- scissors

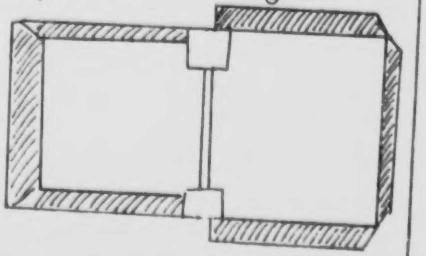
1

Place 2 pieces of 7" x 9" board on top of 12" piece of tape. Leave ½" between boards. Turn down excess tape.



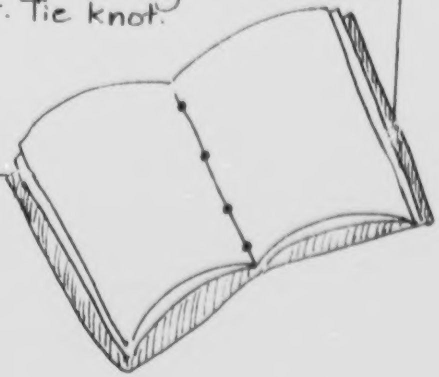
2

Cover back of boards with 2 pieces of contact paper 8"x11". Turn over. Trim corner edges diagonally. Turn down edges.



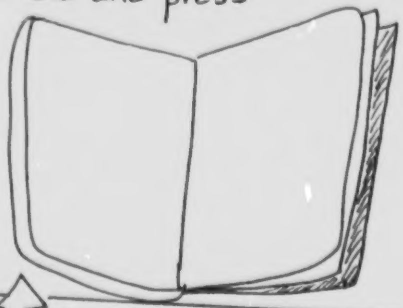
3

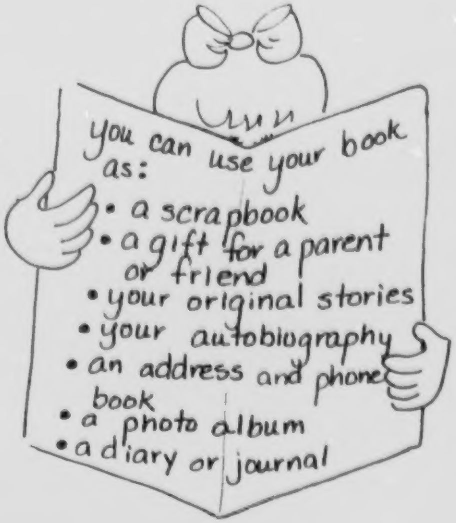
Place 10 sheets of 8½ x 14" paper on top of two sheets of 8½ x 14" construction paper. Fold. Punch 5 holes at fold. Sew through holes up through construction paper. Tie knot.



4

Glue sewn sheets to inside of cover. Fold and press

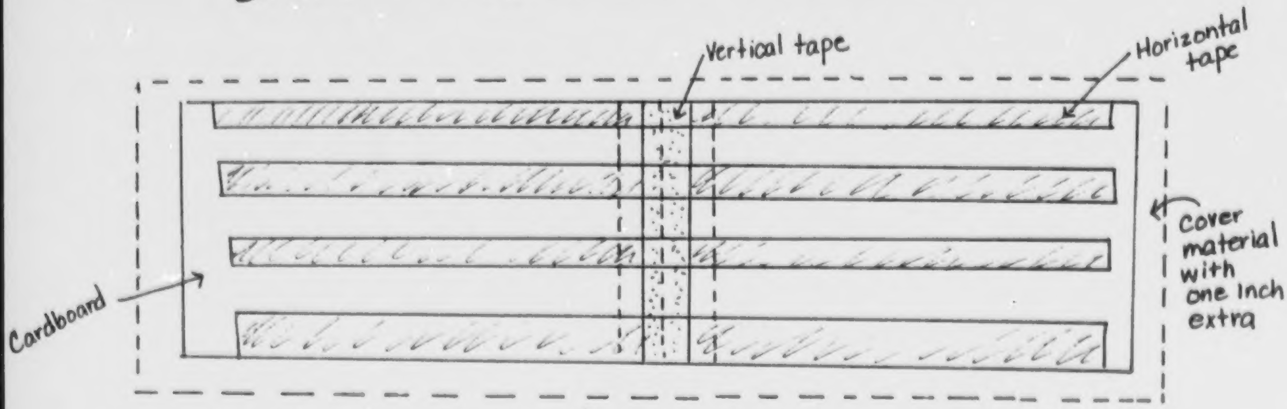




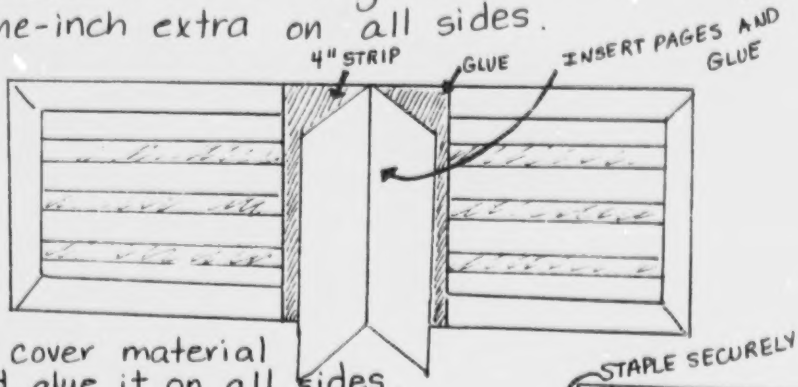
You can use your book as:

- a scrapbook
- a gift for a parent or friend
- your original stories
- your autobiography
- an address and phone book
- a photo album
- a diary or journal

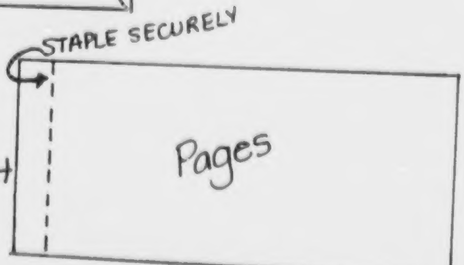
Hard Back Books

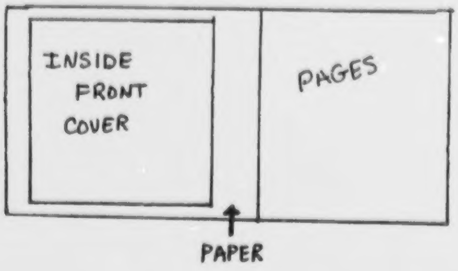

Vertical tape
Horizontal tape
Cover material with one inch extra
Cardboard

1. Lay two identical pieces of cardboard side by side.
2. Tape together by running four or five strips of masking tape horizontally across, begin at the top and bottom edges.
3. Run two pieces of tape vertically between the two pieces of cardboard on both the back and the front.
4. Cut the cover material to go over both covers, leaving about one-inch extra on all sides.


4" STRIP
GLUE
INSERT PAGES AND GLUE

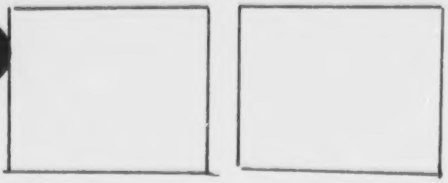
5. Fold extra cover material down and glue it on all sides.
6. Staple book pages together.
7. Cut two strips of heavy paper the same length as the vertical book measurement and four inches wide.


STAPLE SECURELY
Pages


INSIDE FRONT COVER
PAGES
PAPER

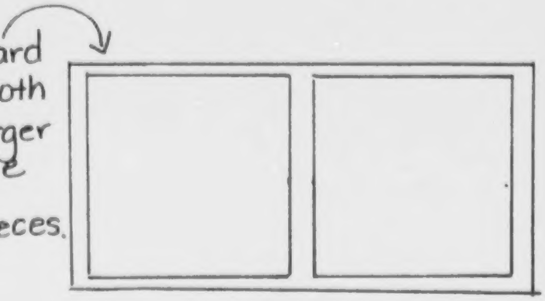
8. Fold these in half and glue one half to the cover and the other half to inserted pages.
9. Cover the inside covers.

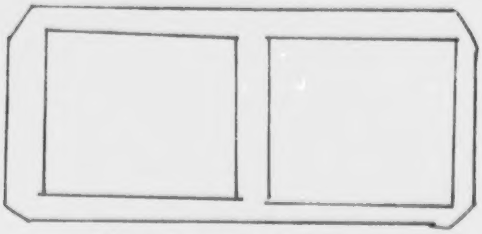
Cloth Cover



Cut two pieces of cardboard slightly larger than the story pages.

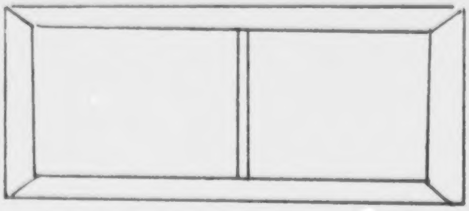
Place the cardboard on a piece of cloth about 1-1½ inches larger than the cover. Leave a small space in between the cover pieces.

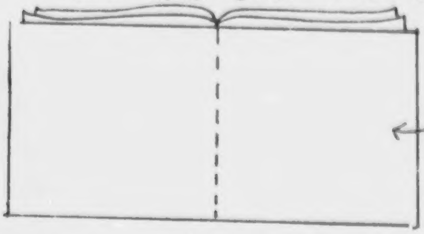




Miter the corners of the fabric.

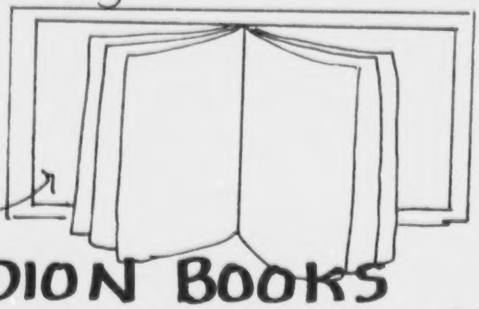
Place diluted white glue on the cloth and fold over the cover.





story pages should be cut almost the length of the cover. Stitch 4-6 pages together down the center with a darning needle and thread or a sewing machine.

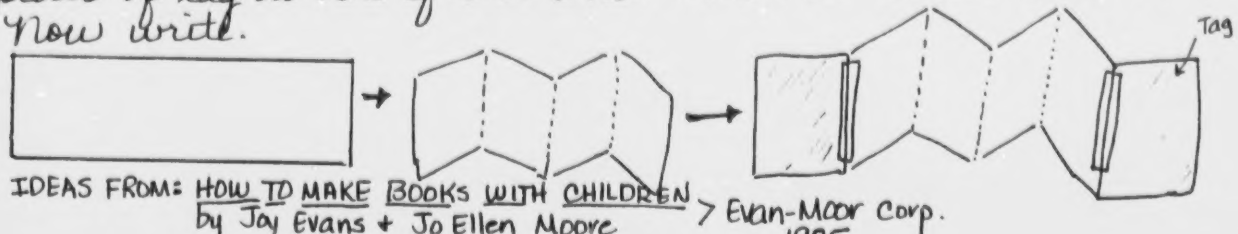
Leave the first and last pages empty to serve as end papers. Write and illustrate the story. Paste the end paper to the covers to complete the book.



ACCORDION BOOKS

*mini-accordion book-

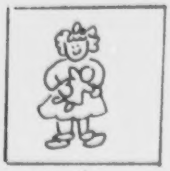
This accordion book is good for practice. It shows that an accordian book can be made any size. Begin with a strip of 6"X8" construction paper folded into quarters. Tape 4½"X6" pieces of tag to the front and back to create a cover. Now write.

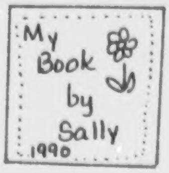


IDEAS FROM: HOW TO MAKE BOOKS WITH CHILDREN by Jay Evans + Jo Ellen Moore > Evan-Moor Corp. 1985

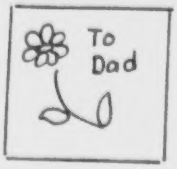
PUTTING A BOOK TOGETHER

IDEAS FROM HOW TO MAKE BOOKS WITH CHILDREN by
Joy Evans + JoEllen Moore
Evan-Moor Corp. 1985

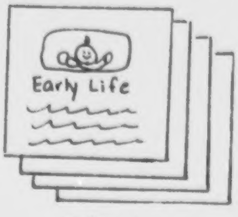

Front Cover



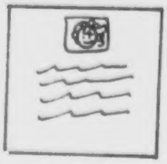
Title Page

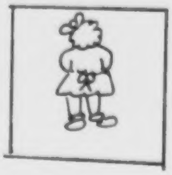


Dedication Page



Story


About The Author


Back Cover

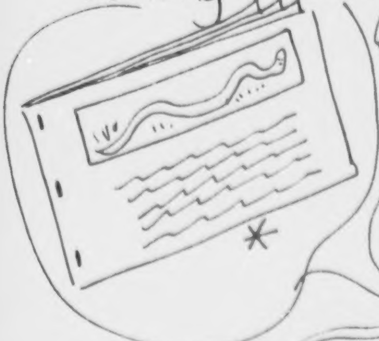
Attach Story Pages

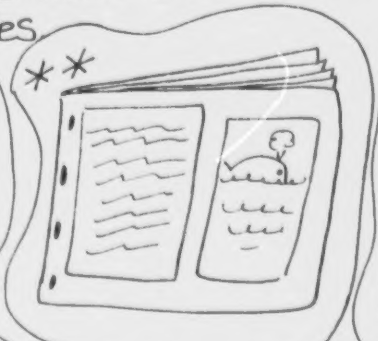
* Pages may simply be stapled together before being put into a cover.

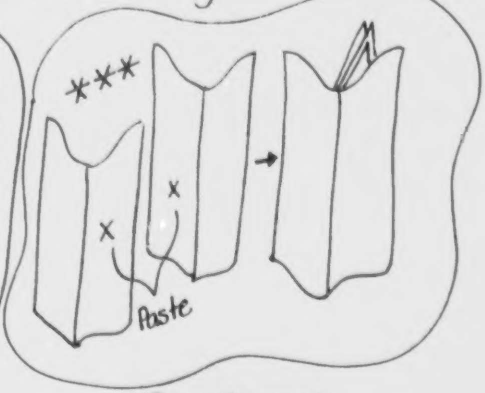
** Pages may be glued to a backing of construction paper, then stapled together and covered.

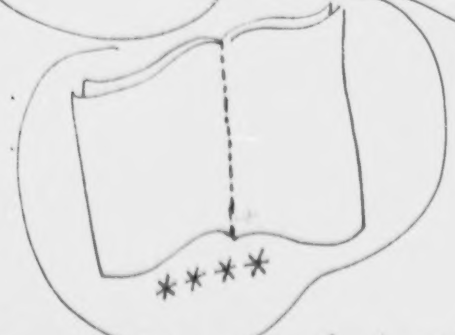
** Pages may be folded in half, then glued back-to-back. This is necessary for book forms such as pop-up pages.

*** Pages may be folded and then stitched down the center. Stitching may be done on a machine or by hand with darning needles.









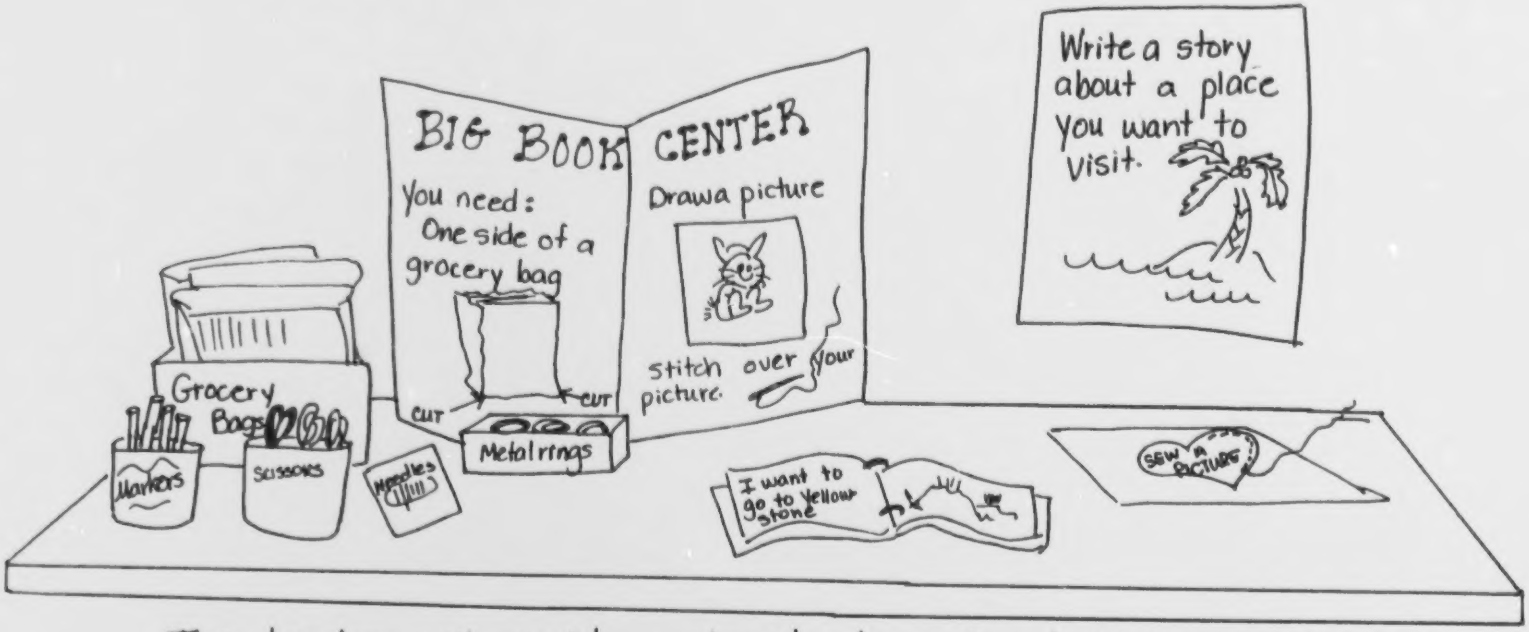
Covers

Materials:
- mat board
- tagboard
- cardboard
- construction paper
- cloth
- contact paper
- wallpaper
- wrapping paper
- cellophane tape
- masking tape
- cloth tape
- duct tape

- If you create a class book, select one student to illustrate the cover before attatching it to the book.
- Always cut cover pieces larger than the writing paper. 1/4 to 1/2 inch is usually enough.

Materials: Markers
Grocery bags
Embroidery yarn
needles
metal rings
scissors

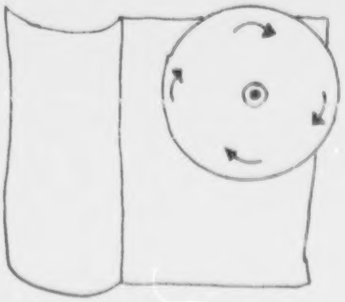
Where's Julius Project 1 Page 5

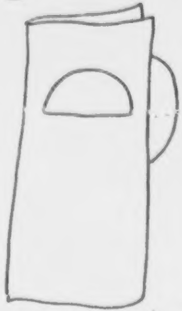

BIG BOOK CENTER
You need:
One side of a grocery bag
cut
cut
Draw a picture
stitch over your picture.
Write a story about a place you want to visit.
Grocery Bags
Markers
Scissors
Needles
Metal rings
I want to go to Yellow stone
SEW A PICTURE

The teacher will provide materials to make a "Stitchery Book" as described in Project 1B page 5.

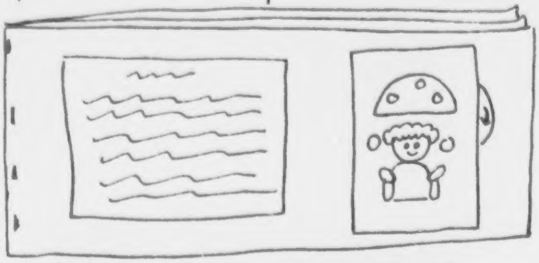
BOOKS WITH WHEELS

Wheel pages should be run on construction paper. (You may even want to make the wheel portion of tag.) Place a hole reinforcer on the paper where the paper fastener goes through to add extra strength.



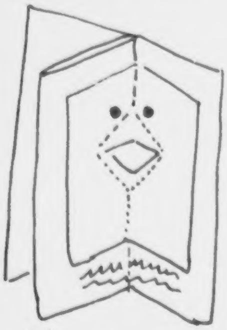


· Wheel illustration and stories may be glued to a sheet of construction paper and then put in a book



POP-UP BOOKS

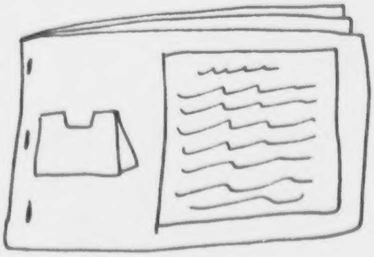
Pop-up pages are ideal for small group or individual stories. Too many pages are difficult to bind.



Completed pages may be pasted back-to-back and then put into a cover. Paste only the edges. If you get paste on the pop-up portion, it won't work. Or the completed pages may be pasted to construction paper with the story before binding. Be sure to place the page on a fold or no "popping-up" will occur. The pages are then pasted back to back as above.

The pages may be pasted to a flat sheet of construction paper if only one side is pasted down. The pages can then be placed in a cover.

Note: Pop-ups make nice greeting cards

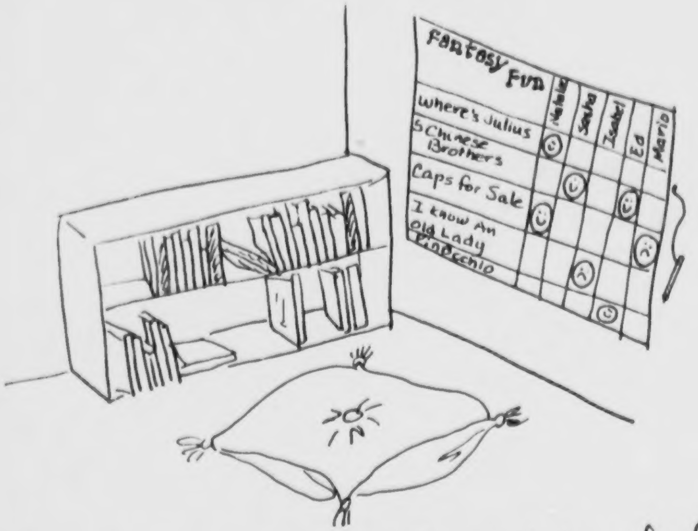


IDEAS FROM: HOW TO MAKE BOOKS WITH CHILDREN by Joy Evan + JoEllen Moore
EVAN-MOOR CORP. 1985

Learning Centers

Fantasy Fun - Story Graph Activity 89 Page 57

Materials: Fantasy Books
Chart
Pencil (attached to chart)

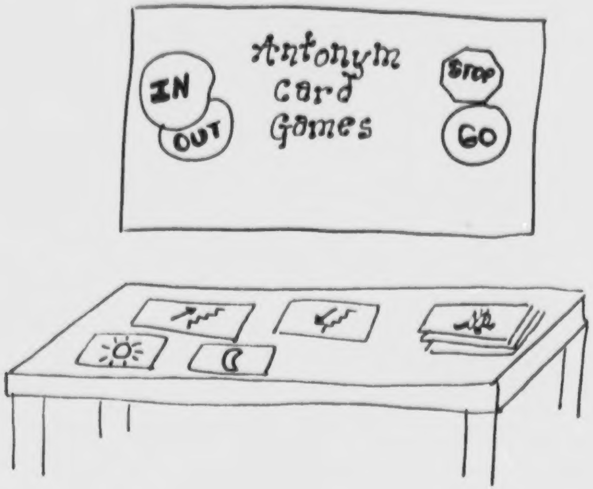

Fantasy Fun
Natalie
Sasha
Isabel
Ed
Mario
Where's Julius
5 Chinese Brothers
Caps for Sale
I know An Old Lady
Pinocchio

The teacher will put out a variety of fantasy books (see bibliography for suggestions) for children to read and look at. After finishing a book, the child will put a happy or sad face next to the book title and his/her name to show whether or not he/she enjoyed the book.

Game Center

Antonym Card Games

Materials: 3"x5" cards illustrated with pairs of antonyms.

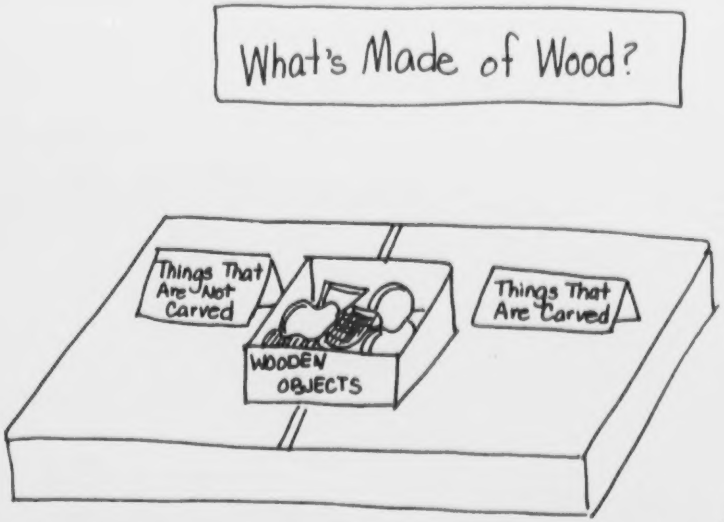

Antonym Card Games
IN
OUT
STOP
GO

The teacher will have the children illustrate antonyms on cards. These games may be played like "Old Maid" or "Go Fish".

Science Center

What's Made of Wood? Activity 31 (Page 34)

Materials: Wooden objects brought by children
Labels
Masking tape (to divide into categories)
Display area


What's Made of Wood?
Things That Are Not Carved
WOODEN OBJECTS
Things That Are Carved

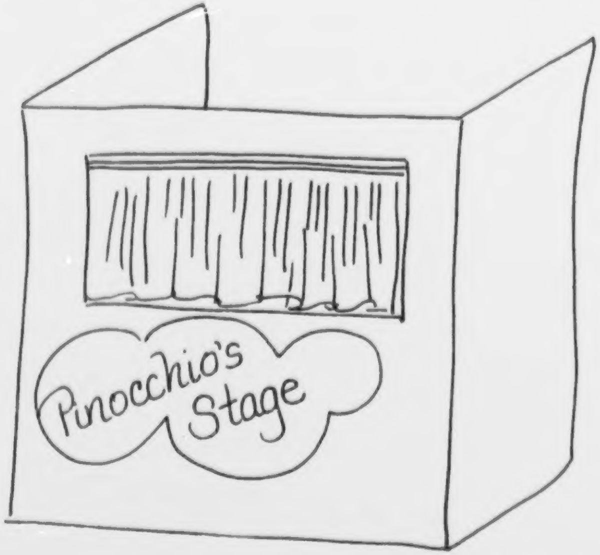
The teacher will ask the children to bring in wooden items and will have them sort according to whether or not they are carved. The children could take turns sorting and resorting and could think of new categories in which to sort the items.

Activity 29C Pag 33

Creative Drama Cent

Pinocchio's Stage

Materials: Large cardboard box or puppet stage children's puppets

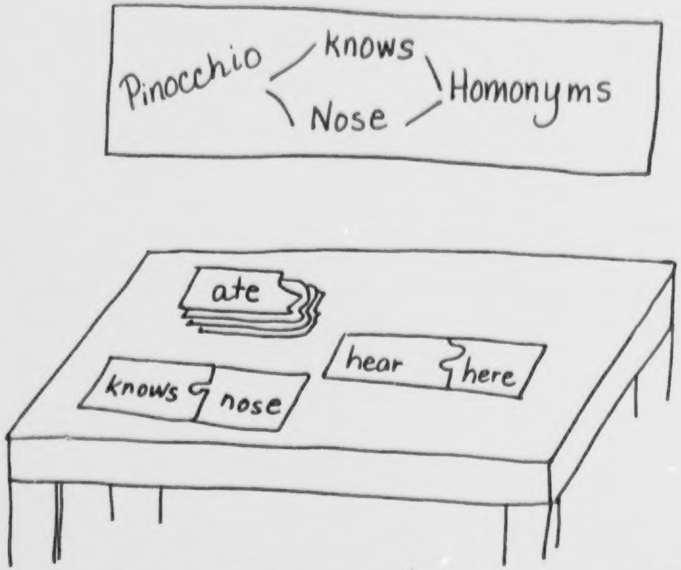

Pinocchio's Stage

The children may use the box or stage to act out their versions of the Pinocchio story.

Language Arts Center

Homonym Match

Materials: Homonym puzzle cards


Pinocchio
knows
Nose
Homonyms
ate
hear
here
knows
nose

The teacher will prepare homonym puzzle cards for the children to match!

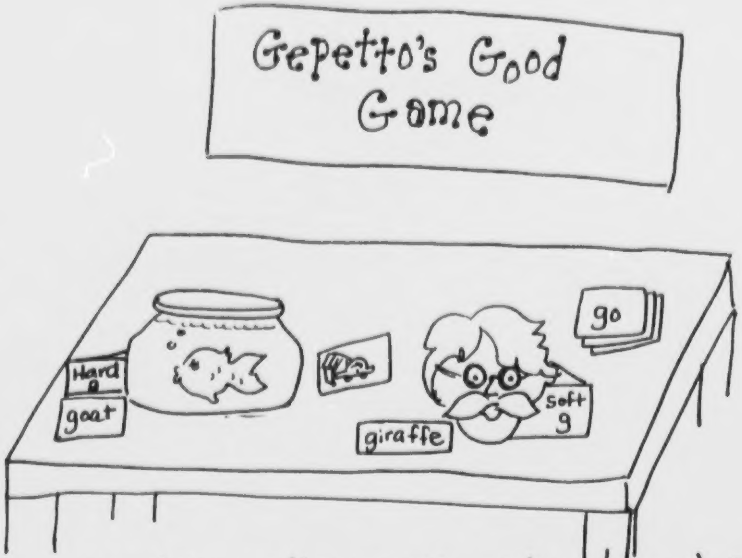
Reading Center

Activity 27C+D
Page 32

Gepetto/Goldfish Game

(Hard and Soft G)

Materials: Picture and/or word cards
Picture of Cleo the Goldfish mounted on a box or container


Gepetto's Good Game
Hard g
goat
giraffe
Soft g
go

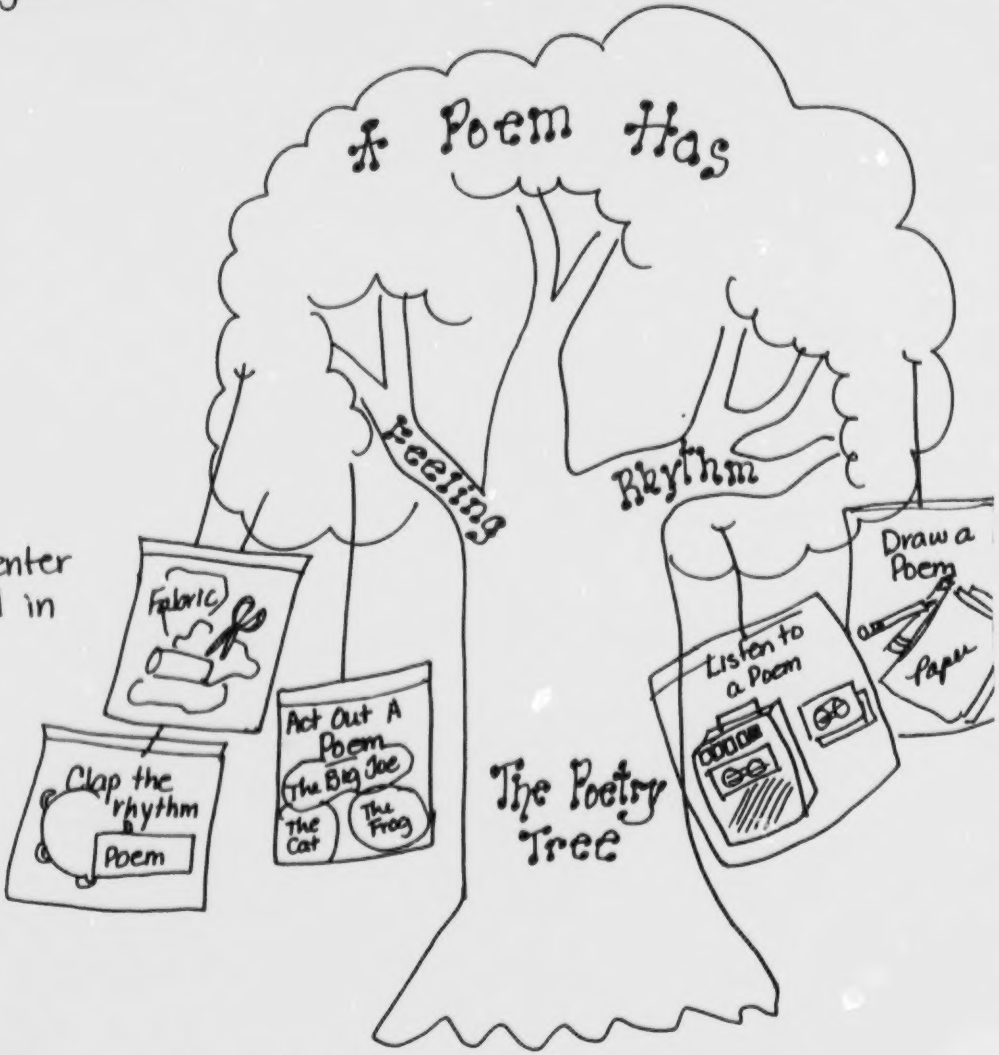
The teacher will prepare picture/word cards and Gepetto and Cleo the Goldfish containers. The children will sort the word and/or picture cards into Gepetto's container for soft g and into the Goldfish's container for hard g. A checklist of correct answers could be provided or the cards could be marked on the back to be self-correcting.

Fantasy Poems

Activities 19 A-D
Pages 26+27

Materials: A tree branch or
Cardboard tree
Ziploc bags
Materials for activity bags
string

The teacher will make a learning center including the activities described in Activity

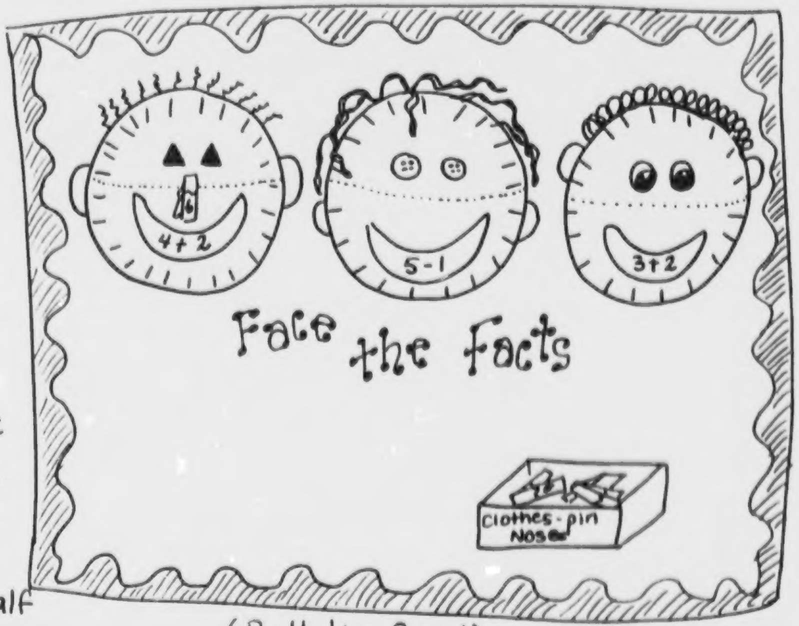

A Poem Has
Feeling
Rhythm
Fabric
Act Out A Poem
The Big Joe
The Cat
The Frog
Clap the rhythm
Poem
Listen to a Poem
Draw a Poem
Paper
The Poetry Tree

Math Center

Activity 29 (D.E.F.)
Page 33

Face the Facts

Materials: Paper plates
Stapler
Clothespins
Yarn
Scissors
Glue
Crayons
Markers
Eye materials (corn, counters, chips, buttons)



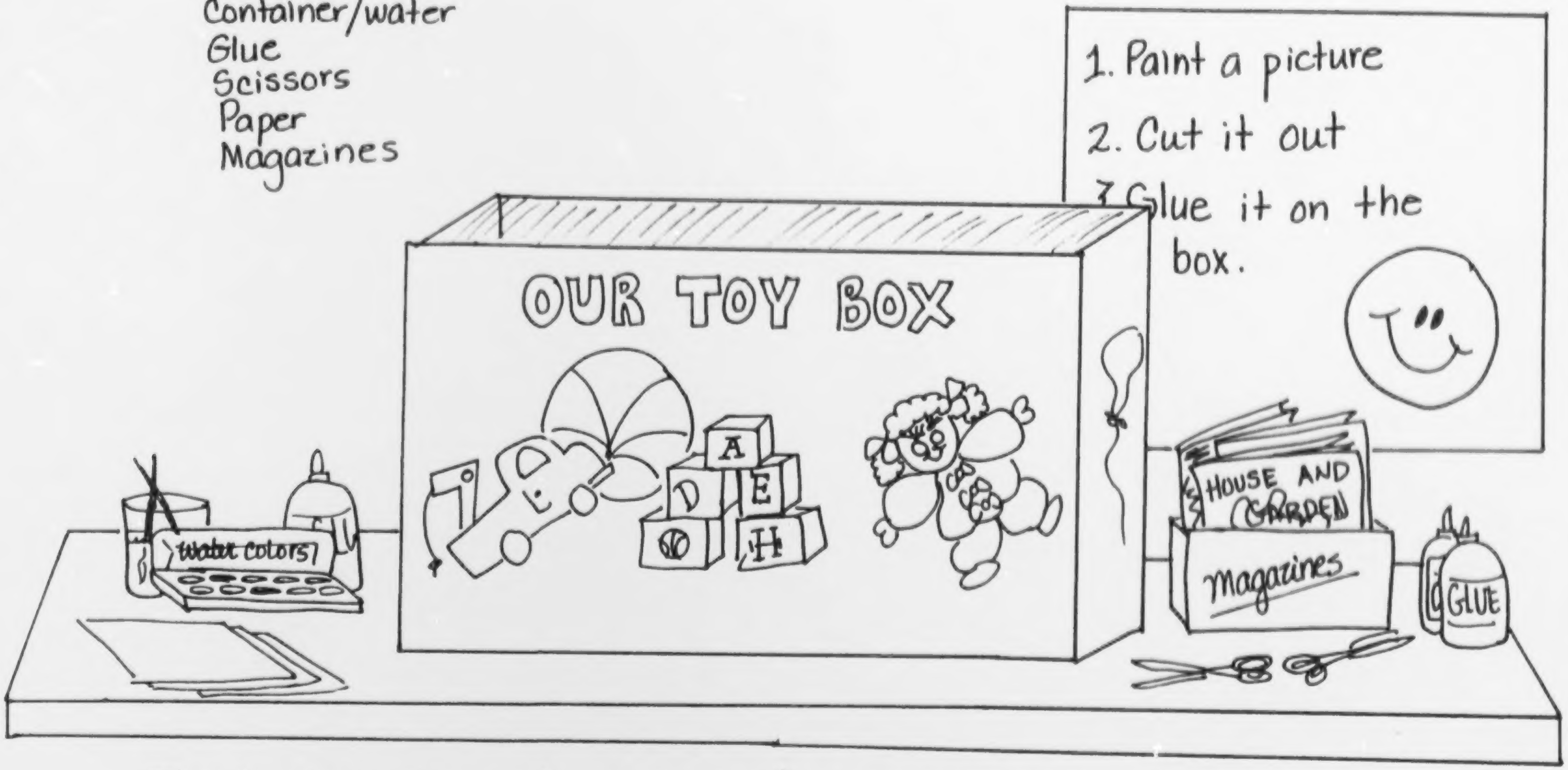
(Bulletin Board)

The teacher will provide a half and a whole paper plate for each child. Ears will be placed between the whole plate and the half plate to make a face when stapled together. The half plate goes on the upper half of the whole plate. The children will add eyes, hair, mouth (at least 6"x4") and other details, except for nose (which will be made with a Clothespin). Each child will make up a subtraction or addition fact to write on the mouth and will put the answer on a clothespin. The faces (10 at a time) will be made accessible to the children who will take turns putting clothespins noses on the face with the appropriate number sentence.

Favorite Toys

Activity 9 Page 23

Materials: Water colors
Brushes
Container/water
Glue
Scissors
Paper
Magazines


1. Paint a picture
2. Cut it out
3. Glue it on the box.

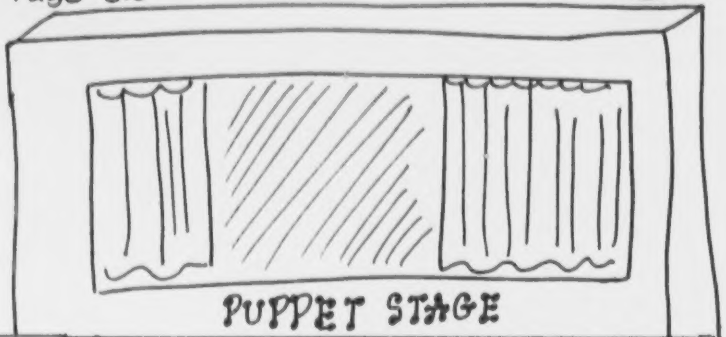
OUR TOY BOX
A
D
E
H
Water colors
HOUSE AND GARDEN
Magazines
GLUE

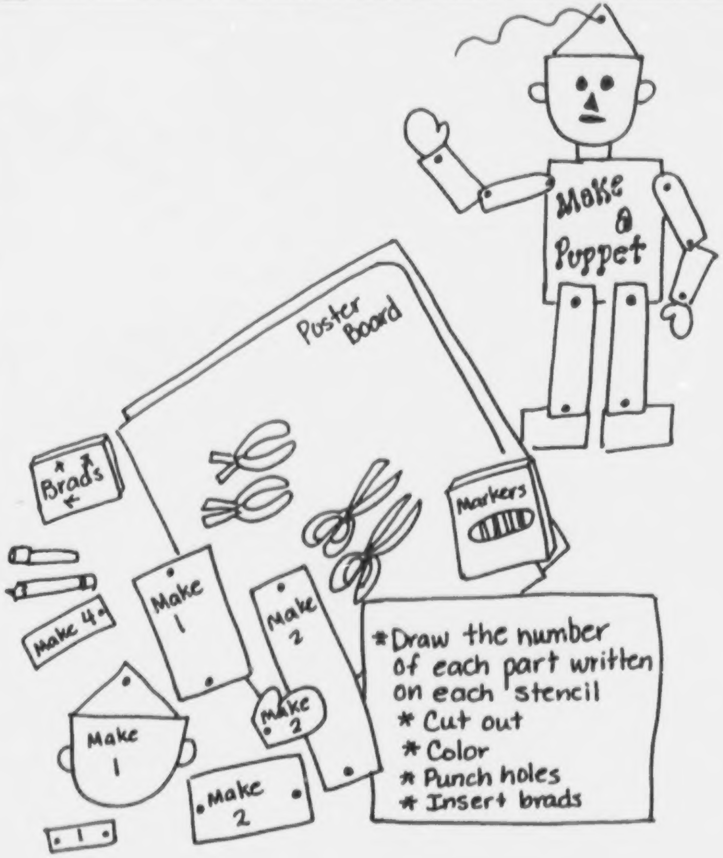
The teacher will provide materials for the children to construct a toy box by painting or selecting pictures to use for decoration.

Pi[illegible]chio Puppet Center

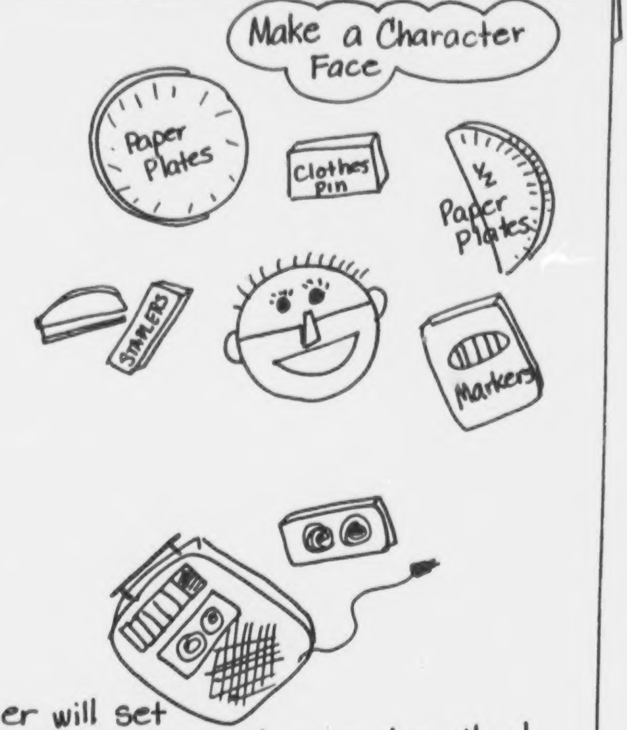
Act. 29 Page 32

Materials:
- Hole punchers
- brads
- Scissors
- Crayons/markers
- Cardboard
- stencils
- Puppet stage
- Tape Recorder
- blank tapes
- stapler
- staplers
- clothespins
- Poster board
- paper plates


PUPPET STAGE


Make a Puppet
Poster Board
Brads
Markers
Make 4
Make 1
Make 2
Make 2
Make 1
Make 2
1

*Draw the number of each part written on each stencil
* Cut out
* Color
* Punch holes
* Insert brads


Make a Character Face
Paper Plates
Clothes pin
1/2 Paper Plates
STAPLERS
Markers

The teacher will set up a puppet making center as described in Activity 29 page 32.

Unit Test I

Fantasy and Fact

1. Make 4 new words.

__et __et __et __et

2. Circle the action words in these sentences.

(1) The boy hit the ball.

(2) The cat ran under the house.

(3) The dog barked at the car.

3. Match the contractions.

I will	doesn't
it is	can't
does not	it's
can not	can't

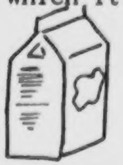
4. Write sentences using the following words:

fairy giant tree pig

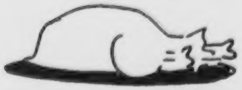
Name ____________________

5. Match each food to the food group to which it belongs.

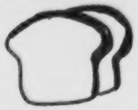
Meat Group



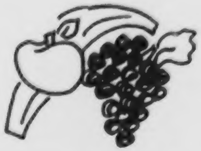
Vegetable/Fruit Group



Milk Group



Breads/Cereal Group



6. Draw a fantasy picture of something that could not really happen.

7. Write the words in the right box to show the consonant-vowel pattern.

cat
game
kit
big
fin
cute
cup
kite
late
gate
hope
pop
wet
fine
cut

CVC	CVCV

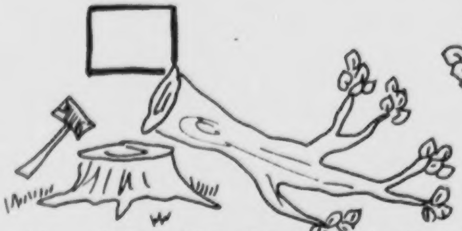
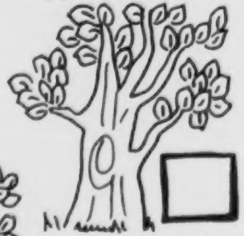
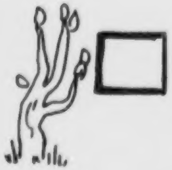
8. Circle the X's to show a set of 10.

X X X X X X X X X X X X X X X

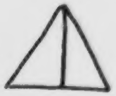
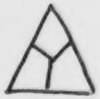
9. Match the upper and lower case letters.

M	y
L	r
B	m
R	l
Y	b

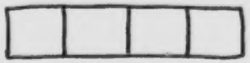
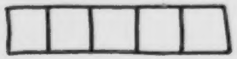
10. Put 1, 2, 3 to show what happened first, next, and last.

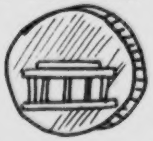
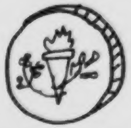
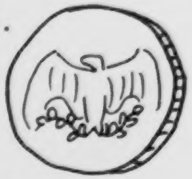
11. Color the shape that shows 1/2.

Color the shape that shows 1/4.

12. Circle the coin that is worth the most.

13. Listen for directions from your teacher.

[The teacher will say: "Write your name inside the box."
Draw an X over the box.
Draw a flower next to the box.
Draw a line under the box."]

Unit Test II

Fantasy and Fact

Name____________________

1. Write the contractions for these words.

did not ______________________________

he will ______________________________

do not ______________________________

she is ______________________________

2. Draw a food to go in each food group.

Meat Group Breads/Cereal Group

Vegetable/Fruit Group Milk Group

3. Mark the long and short vowels in these words.

hat like wet

hate hot note

lake cube not

4. Draw a set of more than 10 objects. Circle a set of 10.

5. Circle the words in the sentences below that show ownership and possession.

(1) Annie's dress is red.

(2) The doll's house is small.

(3) John's pet is lost.

(4) Where is Isabel's pencil?

6. Write the antonyms for the following words.

up ______________________________

cold ______________________________

little ______________________________

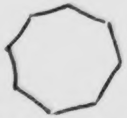
out ______________________________

7. Fill in the blanks with a word of your choice.

Once upon a time a ________________ went up the ________________. It began to ________________. Then a sheep _______________ in. There was so much ________________ that they all went _______________.

8. Color 1/3 of this shape.

Color 1/2 of this shape.



9. How many cents are a penny, a nickel, and a dime worth? ____________

10. Write a number sentence to tell about these pictures.

XXXXXX XX ____________________

000 0000 ____________________

* * * ____________________

11. Cross out each sentence that is make-believe.

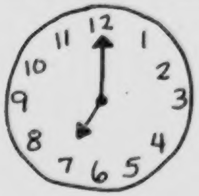
(1) The sun is shining brightly.

(2) We saw a purple cow at the zoo.

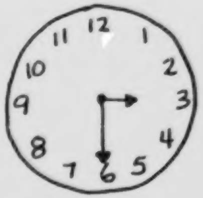
(3) Sasha ate fifty pancakes for breakfast.

(4) We work hard at school.

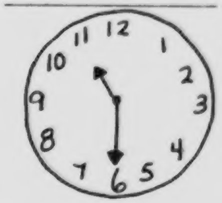
12. Write the times these clocks show.



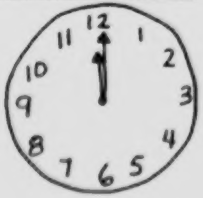
____



____



____



____

13. Put these sentences in the correct order.

____ Natalie went to school.

____ Natalie got out of bed.

____ Natalie got dressed.

14. Circle the root word.

cupful fastest bigger greatness sadly

15. Rewrite these sentences correctly.

jenny forgot her homework

____

the new car is red

____

where is michelle going

____

16. Write the correct answers.

14
+33

72
-40

3 tens + 5 ones = ________

6 tens + 7 ones = ________

8 tens + 0 ones = ________

Unit Test III

Fantasy and Fact

Name ____________________

1. Circle the describing words and underline the action words.

jumped beautiful scare

hot hide curious

horrible glide hunt

2. Write 2 words with short vowel sounds.

____________ ____________

Write 2 words with long vowel sounds.

____________ ____________

3. Write 3 contractions.

____

____

____

4. Fill in the blanks with a word that fits the sentence. back rose

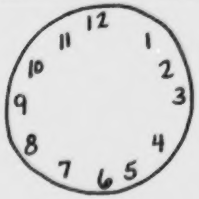
He __________ before the queen and handed her a red __________.

She went __________ and patted the dog on its __________.

5. Draw a shape and divide it into fourths.

Draw a shape and divide it into sixths.

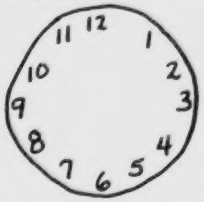
6. Make these clocks show the following times.



3:00

12
1
2
3
4
5
6
7
8
9
10
11

6:45



1:30

7. Write the plural forms of the following words.

hat ______________ knife ______________

pony ______________ duck ______________

8. Write 3 sets of antonyms.

______________ ______________

______________ ______________

______________ ______________

9. Draw the four stages of an apple tree.

(1) (2) (3) (4)

10. Add the quotation marks to these sentences.

(1) Elizabeth said I am moving to Denver.

(2) Jump screamed Jason.

(3) Go away cried the princess and don't come back.

11. Add suffixes or prefixes to these words to make new words from the root words.

happy ____________________

small ____________________

help ____________________

12. Make up 2 number sentences and draw pictures to illustrate them.

(1)

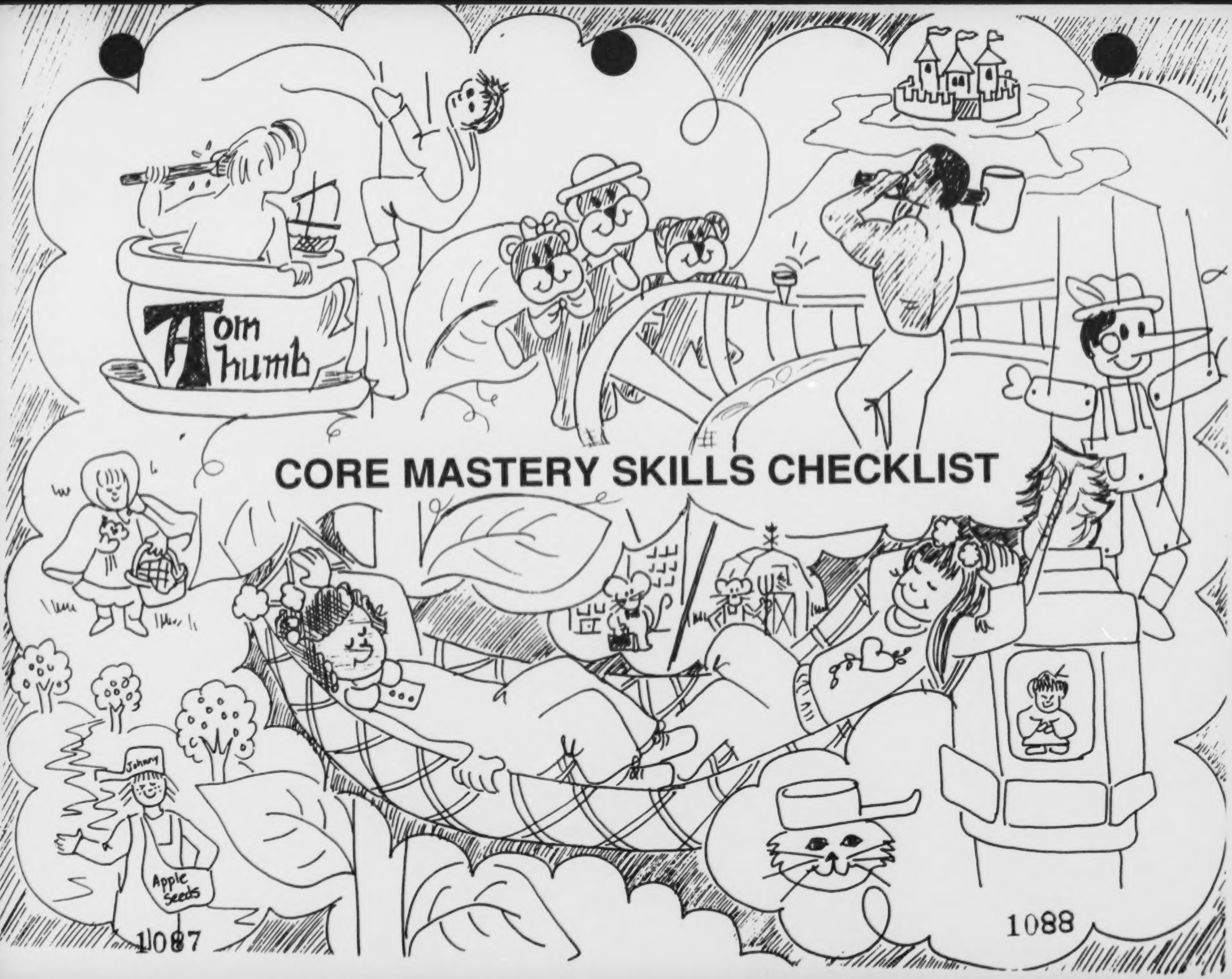
(2)

13. Match the correct elements of fables, fairy tales, and tall tales.

"Once upon a time..."	fable
exaggeration	fairy tale
moral	tall tale

14. Write a story with at least 10 sentences in it. Use correct capitalization and punctuation.

CORE MASTERY SKILLS CHECKLIST


Tom Thumb
Johnny
Apple Seeds

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - READING

*42 Recognize words on a word list for reading instruction and vocabulary list for reading functional literacy skills (difficulty increases).	
44 Recognizes words and phrases from basic reading texts (basal list, language experience stories, etc.) (difficulty increases).	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - READING

44 Recognizes words and phrases from basic reading texts basal list, language experiences stories, etc.) (difficulty increases).	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - READING

*42 Recognize words on a word list for reading instruction and on vocabulary lists for reading functional literacy skills (difficulty increases).	
C44 Recognize words and phrases from basic reading texts (basal lists, language experience stories, etc.) (difficulty increases).	
*56 Recognize base words and their affixes (difficulty increases).	
*60 Match words and phrases with their literal meaning (difficulty increases)	
*61 Follow written directions.	
*63 Determine sequence in written materials.	
*64 Identify main idea - explicit.	
*66 Identify supporting details - explicit.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - READING (Page 2)

*70 Draw/support conclusions.	
*72 Predict probable outcomes.	
*81 Identify character traits, motives, and feelings.	
*105 Identify table of contents of a book.	
C81 TSW identify character traits, motives, and feelings.	

● No sign of this
/ Is beginning to model this
✓ Does inconsistently
X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - ENGLISH

33 Produces lower case letters from memory.	
34 Produces upper case letters from memory.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - ENGLISH

346 Writes complete declarative sentences.	
347 Writes complete interrogative sentences.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - MATH

*3 Identify numerals 0 to 99.	
7 Identify the meaning of numbers 0 to 20.	
8 Write numerals 0 to 20.	
15 Identify cardinal numerals to indicate how many objects are in a given set (0 to 20).	
17 Identify ordinal numbers to indicate the position of an object in a row (first-fifth).	
18 Identify the number of 10's and ones for a given two-digit number.	
35 Extend visual, auditory/physical pattern.	
55 Add 1 and 2 digit numbers without regrouping.	
56 Indicate instant recall for the basic addition facts with sums no larger than 10.	
*63 Subtract one-digit numerals.	
64 Indicate instant recall for the basic subtraction facts with minuends no larger than 10.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MATH (Page 2)

*65 Subtract 2-digit numbers with and/or without regrouping.	
*87 Identify a shape that's divided into 1/4th from a given group of divided shapes.	
134 Identify a penny, nickel and dime from a set of coins or pictured sets of coins.	
*138 Indicate correct time using pictures of clocks showing specified times to the hour.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - MATH

4 Identify numerals 100 to 999.	
9 Write numerals 21 to 100.	
*21 Identify number words 11-20.	
*57 Add 2-digit numbers with and without regrouping.	
66 Indicate instant recall of basic subtraction facts with numbers 11 to 99.	
*88 Identify a shape that is divided into thirds from a given group of divided shapes.	
140 Identify value of a set of pennies, nickels, and dimes not to exceed the value of 50¢.	
*141 Identify the correct time using pictures of clocks showing a specified time to the half-hour.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

1106

1105

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MATH

*5 Identify numerals 1000 to 9999.	
10 Read 3 and 4 digit numerals.	
*22 Identify number-words to 9999.	
24 Identify odd and even numbers through 100.	
*58 Add 2 to 3 three-digit numbers with and without regrouping.	
*65 Subtract 2-digit numbers with and without regrouping.	
*67 Subtract 3-digit numbers with and without regrouping.	
*75 Divide 2 numbers using basic facts through 45 :9.	
*89 Identify a shape that is divided into fifths from a given group of divided shapes.	
*145 Identify the value of a set of coins through $1.00 (pennies, nickels, cimes, quarters).	
*146 Make change for $1.00.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistent

X Does almost alway

First check - red
Second check - bl
Third check - gr
Fourth check- ora
Fifth check - vi
Sixth check - bla

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MATH (Page 2)

*147 Identify the correct time using pictures of clocks showing a specified time to the quarter hour.	
*175 Solve addition, subtraction, multiplication and division problems by whole numbers.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

1110

1109

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - SCIENCE

38 Arrange objects in order from smallest to largest.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - SCIENCE

39 Distinguish between objects made of one material to those made of more than one material.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - HEALTH

8 Recognize that all living things need food.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - P.E.

201 Quality of body movement - Relationship.	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - ART

5 Produce a three-dimensional object from plastic material (i.e., modeling clay or paper).	

● No sign of this
/ Is beginning to model this
✓ Does inconsistently
X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - SOCIAL STUDIES

2 Recognize basic human emotions of anger, happiness, and unhappiness.	

● No sign of this

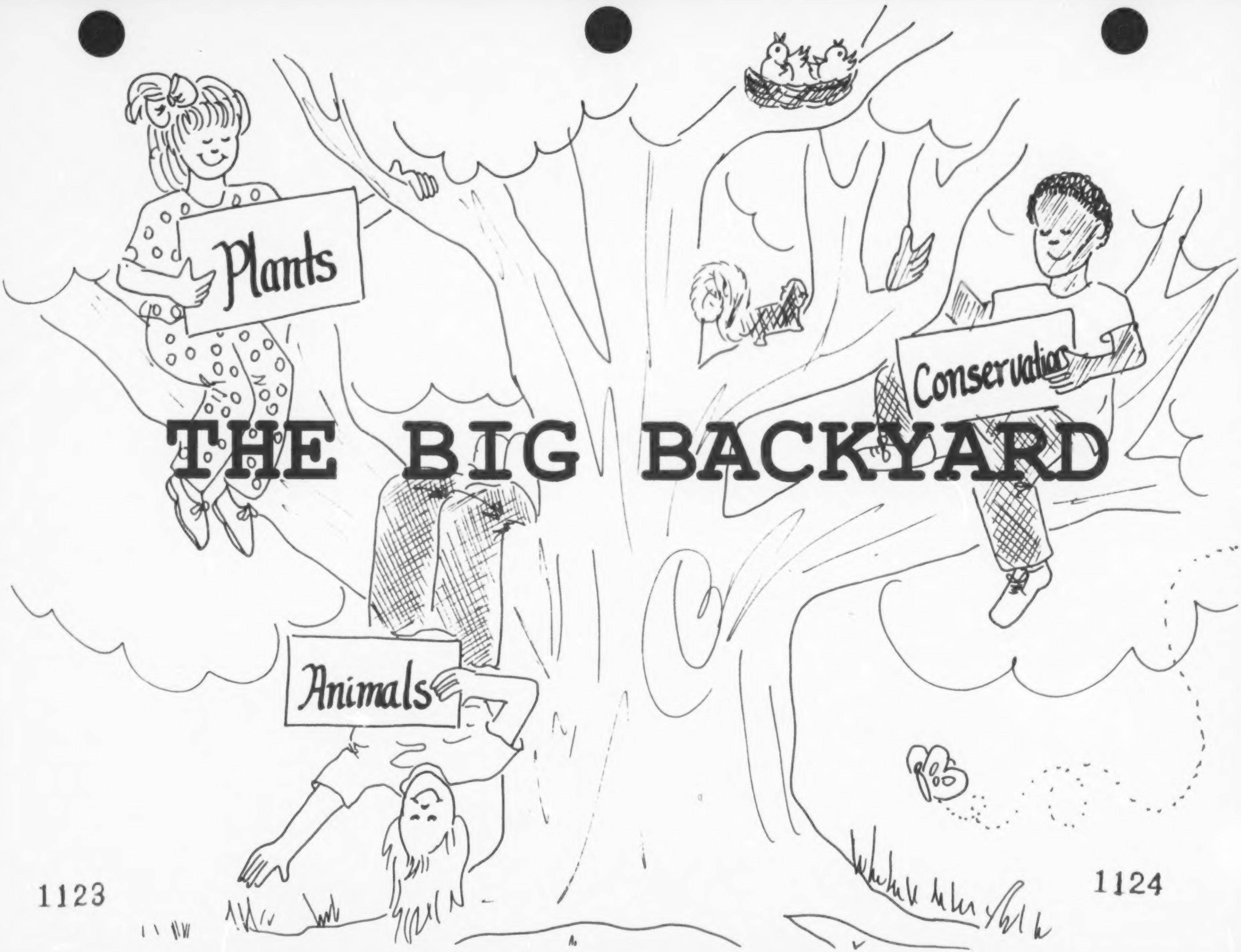
/ Is beginning to model this

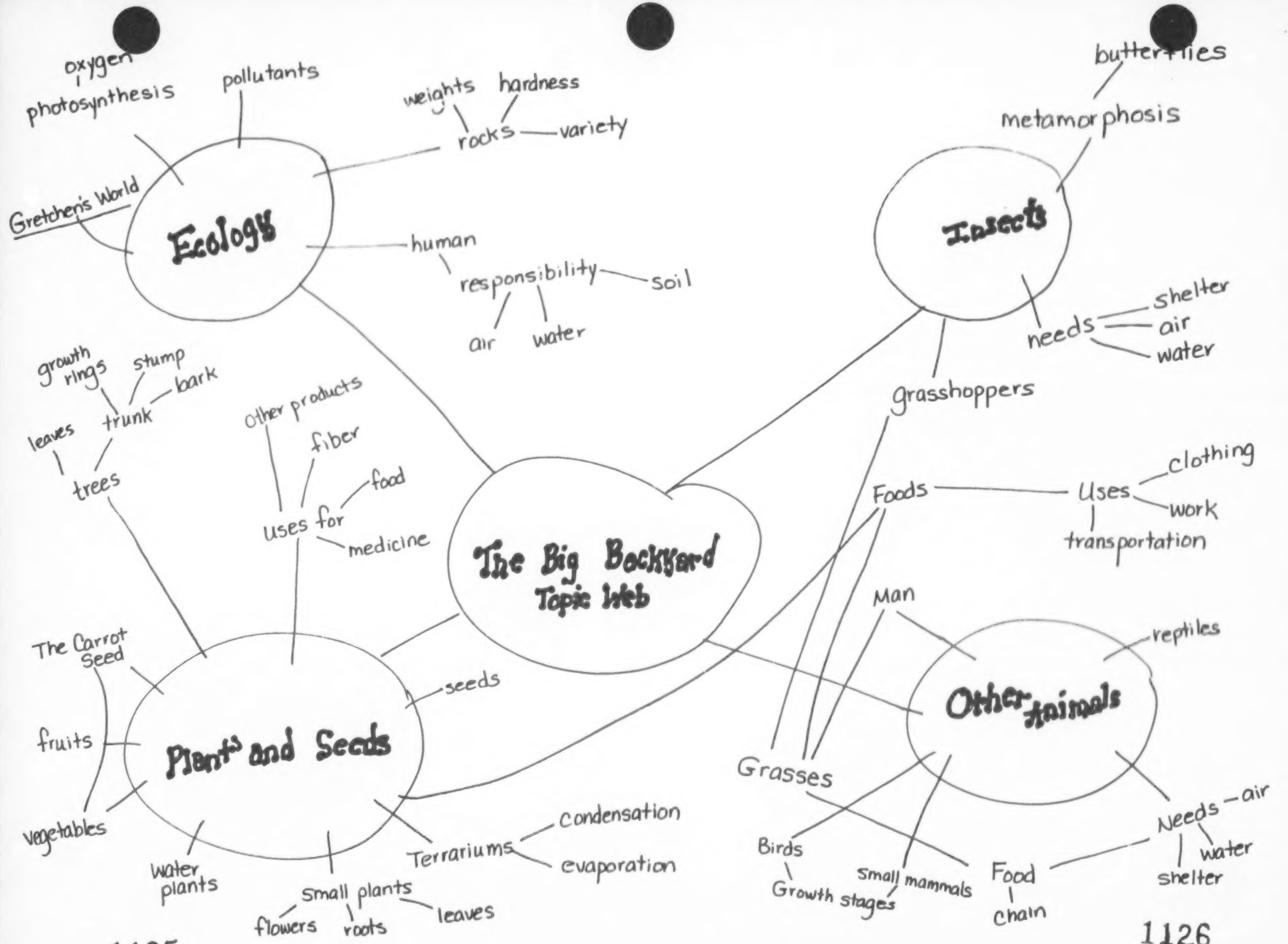
✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

THE BIG BACKYARD


Plants
Conservation
Animals


The Big Backyard
Topic Web
Ecology
oxygen
photosynthesis
pollutants
Gretchen's World
weights
hardness
rocks
variety
human
responsibility
soil
air
water
Insects
butterflies
metamorphosis
needs
shelter
air
water
grasshoppers
Plants and Seeds
growth rings
stump
bark
trunk
leaves
trees
Other products
fiber
food
uses for
medicine
The Carrot Seed
fruits
vegetables
water plants
small plants
flowers
roots
leaves
seeds
Terrariums
condensation
evaporation
Other Animals
Foods
Uses
clothing
work
transportation
Man
reptiles
Grasses
Birds
Growth stages
Small mammals
Food chain
Needs
air
water
shelter

TITLE OF UNIT The Big Backyard

GENERAL GOALS TO GUIDE PLANNING:

1. **KNOWLEDGE**
   - a) Knowledge of self
   - b) Knowledge of others
   - c) Math concepts and systems
   - d) Knowledge of the physical world
   - e) Knowledge of cultures
   - f) Knowledge of the linguistic world
   - g) Knowledge of the biological world
   - h) Knowledge of the technical world
   - i) Knowledge of the arts & artifacts
   - j) Knowledge of past
   - k) Concept of the future
2. SKILLS
   - a) Creative thinking
   - b) Logical thinking
   - c) Physical control
   - d) Interaction & Communication
   - e) Visual form-making
   - f) Self-help
   - g) Musical
   - h) Artistic
   - i) Metacognitive processing
   - j) Decision making
   - k) Technology application
   - l) Problem solving
   - m) Stress management
   - n) Expression of ideas, feelings, and knowledge
3. ATTITUDES & DISPOSITIONS
   - a) Independence
   - b) Curiosity
   - c) Openness
   - d) Autonomy
   - e) Confidence in problem solving
   - f) Eagerness to learn new things
   - g) Appreciation for the fine arts
   - h) Persistence to overcome adversity
   - i) Flexibility
   - j) Appreciation for beauty and harmony
   - k) Appreciation of other cultures
   - l) Respect for self and others
   - m) Appreciation of cooperation
   - n) Personal sense of morality
   - o) Responsibility
4. FEELINGS
   - a) Trust
   - b) Concern for others
   - c) Competence & self worth
   - d) Positive feelings toward learning
   - e) Feeling that mistakes are a worthwhile component of the problem-solving process
   - f) Feelings of safety and security
   - g) Feelings of personal effectiveness
   - h) Feelings of inter-connectedness
   - i) Sense of meaning and purpose

METHODS OF EVALUATION:

(PA) Product Analysis
(ECS) Experience Chart Summary
(UT) Unit Test
(CCF) Checkout Card File
(C) Checklist
(P) Photographs
(IT) Informal Test
(WC) Writing Checklist
(O) Observation
(V) Videotape
(AR) Anecdotal Record
(RC) Reading Checklist
(L) Listening
(PF) Portfolio
(SSC) Social Skills Checklist
(MC) Math Checklist
(AT) Audio Tape

UNIT GOALS FOR THE BIG BACKYARD

KNOWLEDGE

a. The children will develop stated concepts of the natural world.
b. The children will develop an understanding of the needs of living things.
c. The children will extend their knowledge of graphs, charts, and numbers.
d. The children will extend their concepts of the inter-relatedness of all living things.
e. The children will extend their knowledge of literary forms--poetry, fiction, and non-fiction.
f. The children will extend their knowledge of how what we do today impacts the future of life on the Earth.

SKILLS

a. The children will increase their skills in writing for communication and expression and in order to record their observations, thoughts, and feelings.
b. The children will apply logical and creative thinking skills to the solution of problems.
c. The children will develop skills of group interaction through work in small and large groups.

d. The children will develop skills in organizing and visualizing knowledge through brainstorming and project work.
e. The children will gain greater skill in working with the various steps of the scientific process.
f. The children will improve their research skills by using a variety of materials to answer their questions.
g. The children will improve their skills of organizing and presenting their work in oral form by sharing information related to their learning with their peers.
h. The children will increase their skills in mathematics as they play games, solve problems, and develop projects that involve a broad spectrum of math skills.
i. The children will extend their use of reading strategies and comprehension skills.
j. The children will develop a concept of authorship in relation to the commercial publications used and the personal publications written during the unit.

ATTITUDES & DISPOSITIONS

a. The children will develop an understanding of the importance of personal responsibility in caring for the Earth.
b. The children will develop increased curiosity about the living and non-living things in the Big Backyard.
c. The children will exhibit an openness to the outdoor environment and the things within it.
d. The children will demonstrate an eagerness to investigate independently.
e. The children will demonstrate increasing respect for the ideas and opinions of others.
f. The children will express enjoyment for the beauty and harmony to be found in the natural environment.
g. The children will develop increasing respect for themselves as they identify the many things they are able to achieve during this unit of study.

FEELINGS

a. The children will develop positive feelings for the outdoor environment.
b. The children will feel good about their successes in reading, writing, and mathematics.
c. The children will feel more comfortable with the animals and plants in the Big Backyard as they learn more about them.
d. The children will feel increased responsibility for the Earth and the things on it as they gain more knowledge about it.

EMERGING CONCEPTS

The Natural World

1. There are many things, both living and non-living, in the natural world.
2. Rocks are examples of non-living things found in the environment.
3. Things that feel differently have different textures.
4. Things in the natural environment are interesting and exciting to watch.
5. There are many kinds of animals and plants in the natural world.
6. Animals and plants live where they can get food, clean water, clean air, and a place to give them shelter.
7. A place where an animal or plant can live is called a habitat.

Animals

8. Animals are important to people.
9. Many small animals live in backyard areas.
10. It is sometimes difficult to see the animals that live near us.
11. Birds eat grass seeds.
12. Birds behave in special ways.
13. Birds are alike in some ways and different in others.
14. Birds usually live where there are trees to provide shelter and protection.
15. Insects are a type of animal.
16. Some insects are helpful to people.

17. Some insects are harmful to people, but they, too, serve a purpose.
18. Insects grow to various sizes.
19. Many insects like dark, damp places.
20. Insects make a variety of noises.
21. Insects live in different ways.
22. A place where an insect lives is called its habitat.
23. Some insects go through different stages during their lives.
24. Insects eat parts of plants.
25. Insects often live where there is grass.
26. Many insects live under logs and rocks.
27. Worms help to keep the soil loose so that things can grow in it.
28. Worms live under the ground.
29. Frogs, salamanders, and other small creatures eat insects and live where they can find them.
30. Ants are small insects that live under the ground.
31. There are different types of ants.
32. Sometimes small animals are pets.
33. Pets sometimes live in our backyards.
34. Rabbits, raccoons, and opossums sometimes come close to our houses looking for food.
35. There are many small animals found in our state.

Plants and Seeds

36. Trees are very big plants.
37. Trees have roots, stems, leaves, and flowers like other plants.
38. Trees get their food from soil.
39. Trees breathe through their leaves.
40. Trees get water through their roots.
41. Other plants have roots, stems, leaves, and flowers.
42. Many small plants need the same things as trees: food, water, and clean air.
43. Plants put the oxygen that is breathed by people into the air.
44. Plants use the carbon dioxide that is put into the air by animals.
45. Water evaporates when heated and condenses when cooled
46. Some plants grow in surprising places.
47. A terrarium is a man-made environment where plants can grow.
48. There are plants of many different sizes.
48. Plants have names and special characteristics.
50. Some plants have seeds.
51. Some plants grow from a parent plant, without seeds.
52. We use plants for many things.
53. Vegetables grow above and under ground.
54. Grasses are a type of plant.
55. Grasses have seeds.
56. Grass seeds provide food for birds, people, and many other animals.
57. Bread is made from a kind of grass seed.
58. Cereal is made from a kind of grass seed.
59. Different kinds of seeds look different.
60. Plants also provide fiber to people.
61. Fiber is used in making clothing and paper.
62. We can make cloth and paper from plant fiber by going through a series of steps.

Ecology

63. People are not always good for the environment.
64. If we want to live on earth, we must be concerned about the other animals and the plants that live near us.
65. Plants are necessary to keep people alive.
66. Litter, gas and oil, and other pollutants are not healthy for plants and animals, including people.
67. People are responsible for the quality of the environment.
68. Because people have larger brains than other animals and can think better, they must be responsible for other living things.
69. How we treat our environment today will affect the people, animals and plants that come after us.
70. Living things that cannot get the food, water, light, and air that they need, become extinct.

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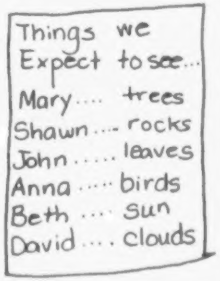
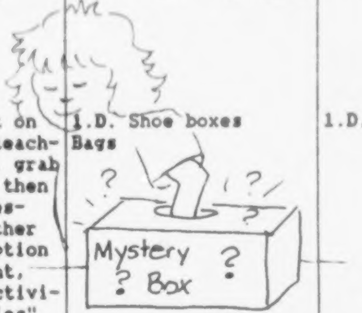
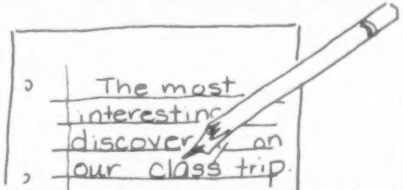
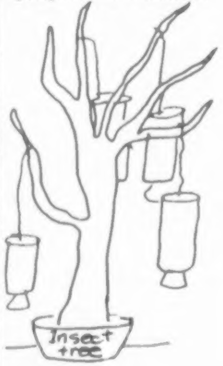
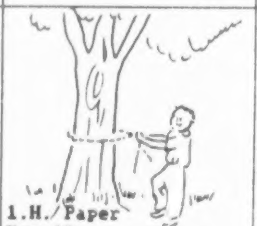
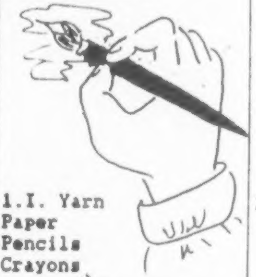
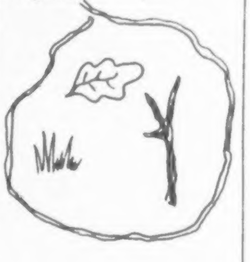
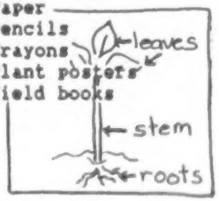
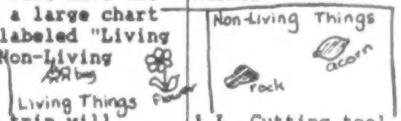
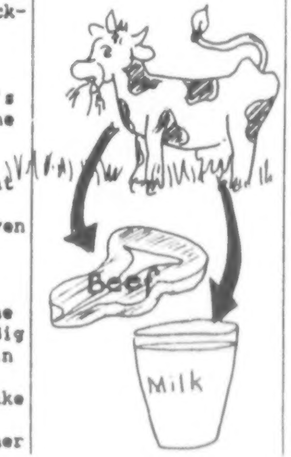
Unit Title The Big Backyard

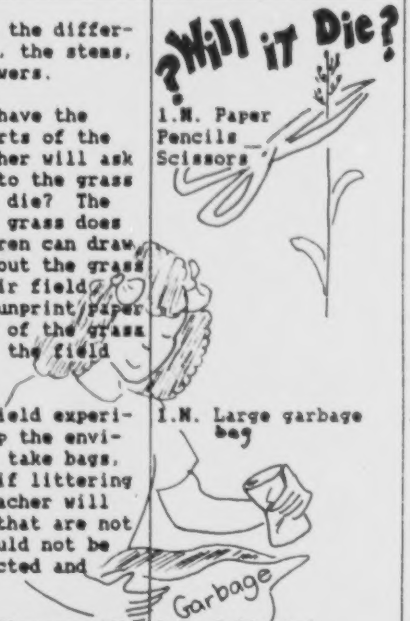
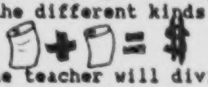
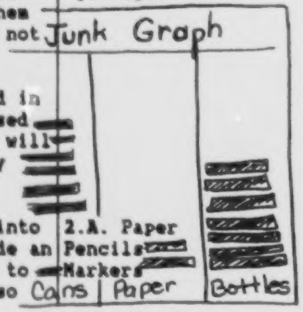
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
1. Big Backyard Field Project	1.A. The children will listen as the teacher introduces the idea that living things make their homes near the school.	1.A. S.C7$_2$ S.C5$_3$	1.A. S.C5,C7,C20$_1$ S.C9,C10, C11,C14$_2$ S.C21,C46$_3$	1.A. "The Big Backyard" is a term that can be used to refer to any natural area around or adjacent to the school. If no such area is available, a vacant lot or the children's own backyards may have to substitute. Since living specimens can be found even in the city, there are always available living things to study. The teacher will want to take the children into the field several times during this unit: at the beginning of the study as an introductory experience and motivator; during the study of insects, in order to collect specimens for an indoor "Insect Zoo"; during the study of trees to look at specific features and varieties of trees; during the study of other plants, to note the parts of small plants; during the study of animals and grasses in order to look for living creatures that make their homes in the grass and forest; and during the study of ecology in order to inspect the environment and determine whether it is being cared for in appropriate ways.		1.A. 0
	1.B. The children will notice and record the various things in the Big Backyard.	1.B. R.1,2,3,4, 114$_1$ R.114 S.C7 E.250$_2$ S.C46 R.114$_3$	1.B. R.114 S.C7,C20$_1$ R.114 S.C7,11,27$_2$ S.C46 R.114$_3$	1.B. Introductory nature walk: Before this field experience, the teacher will want to read the poem, "The Search," and complete the related activities as described in the "Activities" section of the unit. The teacher will then tell the children that even though they are not likely to find a big pot of gold in the outdoor area around the school, there are many other treasures to be found in the grass, along the ditches, in the woods, and under the ground, and these treasures are even more wondrous than a pot of gold, because they are living things. Before the first field experience, the teacher will need to provide lunch-bag sized sacks which can be decorated and labeled "Specimen Sack." After the children have done the brainstorming activity described in the "Activity" section, the teacher will use the children's list of "Things We Expect to See" and make a checklist. As the children notice different things on the list, they will put a checkmark	1.B. Poem, "The Search" by Silverstein Lunchbags Markers/crayons Construction paper Scissors Glue Writing paper or chart paper Pencils Checklist Specimen Sack	1.B. 0 PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				by the thing they see. On this first nature walk, the teacher will have the group pause at several locations and will then ask the children to describe the things they see. They can identify and compare specimens, and tell whether the specimens are living or non-living things. For those things that are living, the teacher can discuss with the children how the "habitat" provides the things needed to live: food, water, sunlight, and shelter. The teacher will ask that each child look for two rock specimens to take back to the classroom. Each child can also select one or two other specimens to put in his/her bag.	 Things we Expect to see... Mary.... trees Shawn.... rocks John..... leaves Anna..... birds Beth .... sun David.... clouds	
	1.C. The children will draw pictures of insects in their booklets.	1.C. E.23,24,25 R.115$_1$ R.115 E.35,36,37, 38,39$_2$ A.C1 R.115$_3$	1.C. H.24 R.115 E.37,38,39$_1$ R.115 S.C15$_2$ R.C*92,115 E.C41,42,43, 44,45,46, 47$_3$	1.C. Follow-up: The children will select three insects to focus on in their "Field Investigation Books." The teacher will ask that the children draw pictures showing the various parts of the insects they choose, and write a little about each insect from their observations and from their use of research materials. The teacher will encourage children to find out the places where their insects are usually found.	1.C. "Field Investigation Books." Pencils Paper I found a ladybug. It has dots on it's back.	1.C. PA
	1.D. The children will identify textural differences in natural objects.	1.D. R.3,4$_1$ S.C64$_2$ E.289$_3$	1.D. A.C22$_1$ S.C27 A.32 OC.C34$_2$ E.*292$_3$	1.D. Follow-up: The specimens will be put on display in a "Class Nature Center." The teacher can select a few to put into shoeboxes, grab bags, or mystery boxes. The children can then take turns feeling inside the boxes and describing what they feel inside the box. Other children can try to guess from the description what each "mystery" item is. At this point, the teacher will want to complete those activities with rocks described in the "Activities" section of the unit.	1.D. Shoe boxes Bags 	1.D. O

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	1.E. The children will describe their observations in written and visual forms.	1.E. R.4 R.115$_1$ R.115 E.35,36,37, 38,39$_2$ R.115 E.*67,*184$_3$	1.E. R.115 E.37,38,39, 82,83,*184$_1$ R.115 E.62$_2$ R.115 E.C41,42,43 44,45,46, 47$_3$	1.E. The teacher will also have the children begin work in their "Field Investigation Book," as described above. The first entry can relate either to the "most interesting discovery" of the field trip, or to the rock investigations.  The most interesting discovery on our class trip.	1.E. "Field Investigation Books" Pencils	1.E. PA
	1.F. The children will catch small insects to observe in the classroom.	1.F. S.C7$_2$ S.C5 E.184$_3$	1.F. S.C7,C8,C14, C20$_2$	1.F. Insect Safari: Before the next field trip the teacher will want to have the children make a "Critter Cage" as described in the "Activities" section of the unit. Before the trip the teacher will introduce the topic of this search as described in the Activity "Insect Hunt." A large tree branch will be brought into the classroom ahead of time so that the "Critter Cages" with their live specimens can be tied onto a tree branch. A small twig with leaves can also be put into the cage to make the insect less vulnerable. The teacher will explain that the insects must have a tiny bit of water available, and that at the end of each day, the live specimens will be set free to return to their natural habitat. Magnifying glasses should be provided so that children can see the insects more closely. Posters and photographs of insects should be displayed during this aspect of the study. The teacher will talk with the children about the four needs of living things.	1.F. "Critter Cage" Tree branch Magnifying glasses Posters and photographs of insects  	1.F. O L
	1.G. The children will use tools to measure a tree and will record their data in written form.	1.G.	1.G. H.22,C23,24 S.C7 M.C*144 A.C22$_1$	1.G. Tree Trip: The next field trip will focus on trees. The children will be divided into groups and each group will be required to choose a tree and complete the following tasks: (1) measure the tree with children, string, and a tape measure to see how big around it is; (2) get a sample of the tree's bark texture by	1.G. String Tape measure Paper Pencils Crayons "Field Investigations Book"	1.G. O PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		$M.C^*144$ $S.C27_2$ $M.C^*150_3$	$A.32$ $S.C9,C64$ $M.C^*150_2$ $S.C^*6$ $M.C^*155_3$	doing a bark rubbing; (3) look on the ground for a leaf of the tree to take back to the classroom; (4) look for any other signs that tell about the tree; (5) try to tell how tall the tree is by comparing it with other things; (6) enter all of your information in your "Field Investigations Book."		
	1.H. The children will make watercolor or tree portraits.	1.H. E.2,20,21, 22,23,24,25 $R.4_1$ $E.9_2$ $A.C1_3$	1.H. $A.C2_2$	1.H. Follow-up: Back in the classroom the teacher will have the children report on their findings. They will then be asked to make a big portrait of their tree by first drawing its outline with pencil, then covering it with black magic marker, and finally adding color inside the heavy black line by using watercolors or tempera paint. (For a leafy effect, the teacher may provide pieces of sponge and rather thick tempera in order to dapple the paint over the heavy black branches.) These portraits will be cut out and displayed on a bulletin board background with brief descriptions of the tree written by the children. An appropriate title can be determined by the children.	1.H. Paper Pencils Black magic marker Water colors or tempera paint Sponges Paint brushes 	1.H. PA
	1.I. The children will study a plot of ground.	1.I. $E.23,24,25_1$ $M.C144_2$	1.I. H.22,24 $M.C^*144_1$ $S.C27_2$	1.I. Small Plants Study: The focus of the next field experience will be small plants. Before the trip the teacher will divide the children into pairs and give each pair a 1-meter piece of yarn with which to encircle a plot of ground in an area specified by the teacher. The children will look carefully at their plot, and draw pictures of each thing they find. The teacher will call the children together (leaving the yarn-designated plots marked) and have them tell about their plot and compare it with that of another pair. The children will likely find both living and non-living things. The teacher can have them identify these, and select a specimen or two to take back to the "Class Nature Center," making sure that at least one plant with roots is selected by each pair of children.	1.I. Yarn Paper Pencils Crayons 	1.I. O PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	1.J. The children will study and draw the parts of a plant.	1.J. R.115 E.23,24,25,32$_1$ R.40,115$_2$ R.115 A.C1$_3$	1.J. R.115$_1$ R.115 A.C9,32$_2$ R.115$_3$	1.J. Follow-up: Back in the classroom the teacher will first have the children study their plant and draw detailed pictures of it. (The teacher may want to show the children one of the books that has portraits of plant specimens, such as Mississippi Wildflowers.) The children will look through field books to try to find a picture of the plant they discovered. The teacher will show the children a poster of a plant and briefly describe the plant parts. The children will try to locate these parts on their own drawings and label each accordingly.	1.J. Book, Mississippi Wildflowers by L. Parker Paper Pencils Crayons Plant posters Field books 	1.J. PA
	1.K. The children will classify objects as living or non-living.	1.K. R.1,2,4$_1$	1.K. S.C27$_2$	1.K. Using the collection of things brought back from the trip, the teacher will have the children sort their findings on a large chart divided into 2 parts, with one labeled "Living Things" and the other labeled "Non-Living Things."	1.K. Chart Marker  Non-Living Things acorn rock bug Living Things flower	1.K. 0
	1.L. The children will look for specimens of grasses and the animals that eat them.	1.L. R.3,4$_1$ S.C*7$_2$ H.C8$_3$	1.L. S.C*7,20$_1$ S.C9,C10$_2$ H.53$_3$	1.L. Animals/Grass: This field trip will combine the study of animals with the study of grass, since the grass is a primary food source for most of the animals living in The Big BackYard. The teacher can ask the children to think of different things they eat each day that come from "grass." It will take some explanation to explain that 2/3 of the world's population depends on the grass family for the main portion of its diet. The teacher will also want to point out that things like beef and milk really originated with the grass that cows eat. Directly, grasses feed us through cereals and breads, but indirectly, we are even more dependent on it. The teacher will point out the purposes for this field trip: (1) to gather samples of the different kinds of grasses that live in The Big Backyard; (2) to look for animals that live in the grass or are dependent on it for food; (3) to gather enough long, strong grass to make weavings (the teacher will need to take a strong cutting tool) and/or paper. The teacher	1.L. Cutting tool Paper 	1.L. 0

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				will tell the children to look for the different parts of the grass: the roots, the stems, the leaves, and the "heads" or flowers.		
	1.M. The children will make pictures of the head of a sample of grass.	1.M. E.23,24,25 R.3,4$_1$ E.9,35,36,37,38,39$_2$ E.*67,*184,*185,344 A.C1$_3$	1.M. S.C9 E.62$_2$ E.C41,42,43,44,45,46,47$_3$	1.M. Follow-up: The teacher will have the children look for the different parts of the grass already described. The teacher will ask the children to tell what happens to the grass if we cut off its "head." Will it die? The children can discuss how they know grass does not die when it is cut. The children can draw around the grass head and write about the grass head, write about the grass in their field book, or if photo-proof paper or sunprint paper in available, pictures can be made of the grass heads, and these can be glued into the field notebook.	1.M. Paper Pencils Scissors	1.M. O L
	1.N. The children will identify and collect environmental pollutants.	1.N. R.1.2$_1$	1.N. H.C33,41$_2$ H.45,46,47$_3$	1.N. Ecology Outing: This final field experience will be devoted to cleaning up the environment. Again, the children will take bags, but this time large garbage bags (if littering is a problem in the area). The teacher will have the children look for things that are not natural to the environment and should not be there. These things will be collected and taken back to the classroom.	1.N. Large garbage bag	1.N. O
	1.O. The children will suggest and carry out various recycling strategies.	1.O. R.1,2,3,4$_1$ SS.16,18$_2$	1.O. H.20,21,22,C23$_1$ H.C33,41$_2$ H.45,46,47 M.244$_3$	1.O. Follow-up: The teacher will discuss with the children whether littering and pollution are problems in The Big Backyard and ask them to describe why they think they are or are not. The teacher will have the children select usable "junk" for recycling. Cans can be turned in for money; some items can be used in Junk-Art projects; some items can be disposed of in more appropriate ways. The children will graph the different kinds of junk that they found. 	1.O. Collected garbage 	1.O. O
2. Treasure Map	2.A. The children will describe reasons why maps and writing are useful.	2.A. S.C32 M.29 R.115	2.A. R.C*61,C*63,115 E.23,24,25,	2.A. The teacher will divide the children into six groups. Each group will be told to hide an object somewhere on the school grounds and to be prepared to give the other teams clues so	2.A. Paper Pencils Markers	2.A. O

Unit Title The Big Backyard

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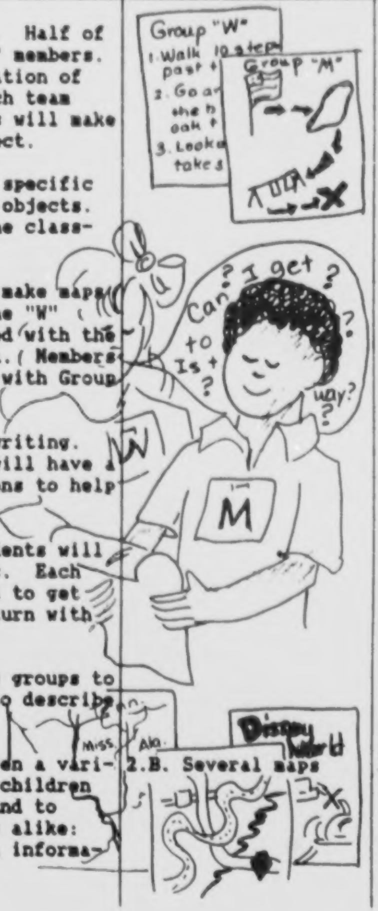
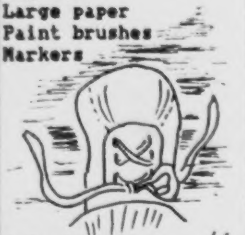
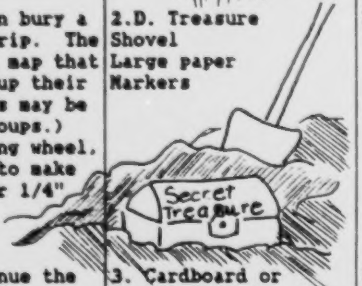
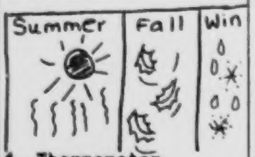
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.10,12,13, 14,15,16, 17_1 S.C64 R.115 $E.9,299,300_2$ R.C"61,C"63, 115 $E.11_3$	28_1 R.C"61,C"63, 115_2 $R.115_3$	that they can locate the same object. Half of the members of each group will be "W" members. "W" members will write about the location of the object. The other members of each team will be "M" members. The "M" members will make maps to show the location of the object. The teacher will give the students a specific site to report to after hiding their objects. (It may be easiest to work back in the classroom.) Using their notes, the students will make maps and write descriptive directions. The "W" members of Group 1 will then be paired with the "M" members of Group 2 and vice-versa. Members of Group 3 will be matched similarly with Group 4, and Group 5 with Group 6. The students will exchange maps and writing. After a brief period of study, they will have a chance to ask three yes or no questions to help in their search. After this brief discussion, all students will will go back to their original groups. Each will pool its information and set out to get hidden object. The first team to return with object is the winning team. The teacher will than ask the various groups to report on the problems they had and to describe the values of mapping and writing.		
	2.B. The children will identify the characteristics of a map.	2.B. $E.1.2_1$	2.B. $A.40_2$ $A.40_3$	2.B. The teacher will show the children a variety of different kinds of maps. The children will be asked to tell what a map is and to identify ways that different maps are alike: they use symbols; they leave out much information; they show a "bird's eye view."	2.B. Several maps	2.B. L O



Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	2.C. The children will draw an object from a different perspective.	2.C. E.29 R.115$_1$ R.115$_2$ R.115 A.C1$_3$	2.C. R.115 A.C27$_1$ R.115 A.C27.40$_2$ R.115 A.C27.40.42$_3$	2.C. The teacher will have the children look at their shoes and to describe exactly what they see. The teacher will have children notice that when we look down on something, we can't see the whole thing. The children will be asked to put an object on the floor beside a stable chair. They will take turns standing on the chair and looking down on the object. (The object can be changed for every few children.) The teacher will then ask the children to paint or draw a large picture of what they saw. The teacher will explain that this is the way a bird might see something from high in a tree.	2.C. Chair or small ladder Objects Large paper Paint brushes Markers 	2.C. PA
	2.D. The children will construct a map to show a location in the Big Backyard.	2.D. E.29 R.115$_1$ R.115 M.C*144$_2$ R.115 A.C1 M.C*150$_3$	2.D. R.115 A.C27 M.C*144$_1$ R.115 A.C27.40$_2$ R.115 A.C27.40.42$_3$	2.D. The teacher will have the children bury a "secret treasure" on the first field trip. The children will work out a way to make a map that will make it possible for them to dig up their treasure at the end of the unit. (This may be done as a class or in collaborative groups.) If the teacher has access to a measuring wheel, the second and third graders may want to make their map to scale, letting 1", 1/2" or 1/4" equal 1 foot.	2.D. Treasure Shovel Large paper Markers 	2.D. PA
3. Seasonal Changes	3. The children will continue to observe and record seasonal changes.	3. A.C1 S.C63$_3$	3. MA.142 S.40$_1$	3. The teacher and children will continue the Seasonal Changes project as described in "Living and Learning Together." Toward the end of the school year, the class can review the Seasonal Changes they have observed all year. The class might choose some outstanding memories from the school year, the most meaningful/useful/interesting things they have learned, and the most dramatic weather changes. Each child could draw or write about one of these topics.	3. Cardboard or poster boards Camera and film Thermometer Tape 	3. O C PA
4. Weather People	4. The children will describe and keep records of aspects of the weather.	4. S.C63$_3$	4. M.142 S.C40$_1$ O.C1$_2$	4. The teacher will initiate the "Weather People" project as described in the "Our Town" unit.	4. Thermometer Box decorated to look like a television set (optional) Model thermometer (optional)	4. O C

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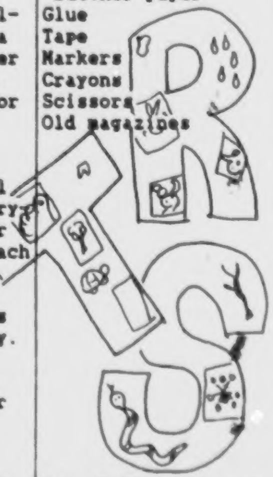
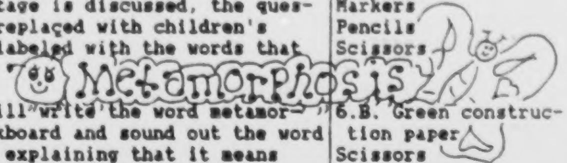
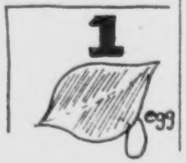
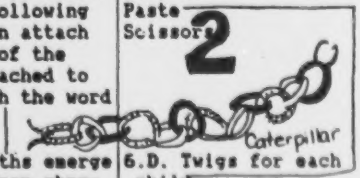
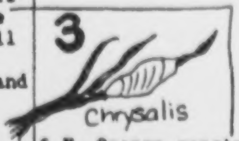
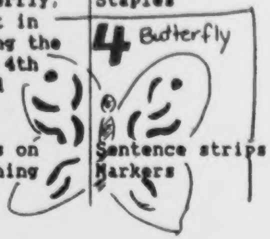
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
5. Nature's Alphabet	5. The children will collect and draw natural specimens/phenomena.	5. S.C32 R.18$_1$ R.14,45 E.50,52$_2$ A.C1$_3$	5. S.C7,C20$_1$	5. The teacher will prepare large alphabet letters (about poster board size). The teacher will organize 5-8 groups to take different alphabet letters and think of natural phenomena or specimens whose names begin with the letter they have. (For example, a large R could be decorated with real specimens and pictures for rocks, rabbits, rams, rain, raccoons, and rhinos.) Group members will draw or select pictures or collect specimens to attach to their letters. When the letters have several things attached, they may be displayed. Everyone can be invited to attach other objects or pictures as they are thought of or found. Each group can then work on another letter or two until the entire alphabet is complete. As topics arise throughout the unit, more things can be added to the Nature's Alphabet display. Children can use reference books and simple dictionaries to help them with this project. The teacher might let the children make their own personal "Outdoor Directories" with the alphabetized words from the letter charts.	5. Poster board or butcher paper Glue Tape Markers Crayons Scissors Old magazines 	5. O C PA
6. Butterflies	6.A. The children will help create a bulletin board depicting the metamorphosis from egg to butterfly.	6.A. M.C*87$_1$ M.C*87 E.183$_2$ S.C13$_3$	6.A. M.C*87 E.183$_1$	6.A. The teacher will divide a bulletin board into four squares and number each 1, 2, 3, or 4. A question mark will be placed in each square. As each stage is discussed, the question mark will be replaced with children's illustrations and labeled with the words that name that stage.	6.A. Bulletin board paper Stencils Markers Pencils Scissors 	6.A. O
	6.B. The children will make a paper leaf and egg to depict the first stage of development.	6.B. R.7,115 E.3,4,26 OC.46$_1$ R.115$_2$ R.C*60,115 S.C13$_3$	6.B. R.C*60,115$_1$ R.C*60,115$_2$ R.115$_3$	6.B. The teacher will write the word metamorphosis on the blackboard and sound out the word with the children, explaining that it means change. The teacher will give each child a small piece of green construction paper to cut out a leaf, and score it down the middle with the blunt end of scissors. The teacher will demonstrate how to make the egg by drawing an oval with a small rectangular tab at the top on a 3" x 4 1/2" sheet of pale greenish-yellow paper. This will be pasted on the underside of the leaf so that the egg hangs freely from the	6.B. Green construction paper Scissors Greenish-yellow construction paper Paste 	6.B. O PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				leaf. Remove the question mark from the first area of the bulletin board and attach the leaves and the word egg to the space.		
	6.C. The children will make a model of a caterpillar.	6.C. R.115 E.3,4 M.35$_1$ R.115$_2$ R.C*60,115 S.C13$_3$	6.C. R.C60,115$_1$ R.C*60,115 A.6,C24$_2$ R.115$_3$	6.C. The teacher will discuss the second stage of metamorphosis, explaining that as soon as the caterpillar is born, it eats its egg casing and the leaf. It will continue to eat until it is two inches long. The teacher will give each student 4 black, 4 white, and 4 yellow strips of paper (1" x 6") and 4 black strips (3" x 1/4") for the antennae and whips. The children will paste the strips into a chain, following the black, white, yellow pattern, then attach the antennae and whips to either end of the body. These caterpillars will be attached to the bulletin board, labeling them with the word caterpillar.	6.C. 1" x 6" construction paper (4 strips per child) of black, yellow, and white 3" x 1/4" construction paper (4 strips per child), black Paste Scissors	6.C. PA
	6.D. The children will make a model of the chrysalis.	6.D. R.29,115$_1$ R.115$_2$ R.115 S.C13 A.C5$_3$	6.D. R.29,115$_1$ R.115 A.6$_2$ R.115$_3$	6.D. The teacher will explain that moths emerge from cocoons and butterflies emerge from chrysalis. S/he will provide each child with a small twig and a ball of green clay. The children will roll the clay into the proper shape and slide the twig through the clay so it will hang freely. Place in the sun to dry. The teacher will attach the models to the board and write chrysalis on part 3 of the board.	6.D. Twigs for each child Green clay	6.D. PA
	6.E. The children will make models of a butterfly.	6.E. R.115 E.3,4$_1$ R.115$_2$ R.115 A.C1,C5 S.C13$_3$	6.E. R.115$_1$ R.115 A.6,32 S.C15$_2$ R.115$_3$	6.E. The teacher will give children 9" x 12" sheets of orange paper. They will fold the paper in the middle draw a slender black body on both sides of the fold. Using a picture as a guide, the children can draw one wing on one side of the fold, then cut out the butterfly, add details, and the teacher will assist in stapling the body at the fold and bending the wings down. The teacher will label the 4th part of the bulletin board with the word butterfly and attach the models.	6.E. Orange construction paper Black markers Picture of butterfly Scissors Staples	6.E. PA PF
		E.38,39$_1$ E.38,39$_1$	E.149,184, 344,346,352 RR.63$_1$	Some of the children can write sentences on strips, explaining each stage and attaching each part to the bulletin board.	Sentence strips Markers	PA P







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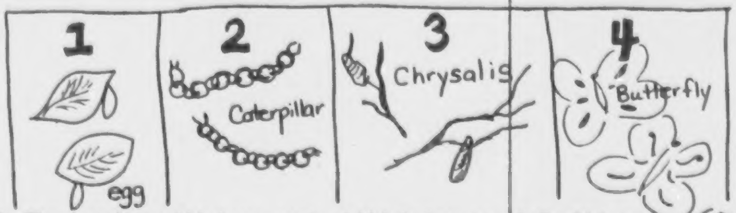
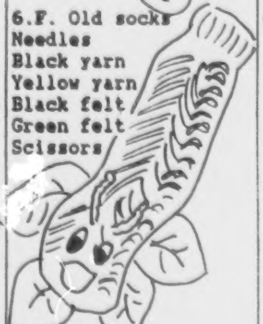
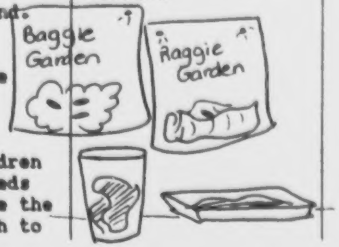
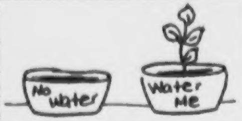
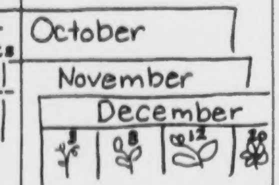
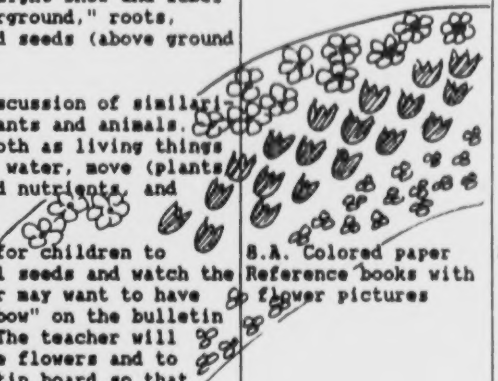
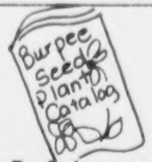
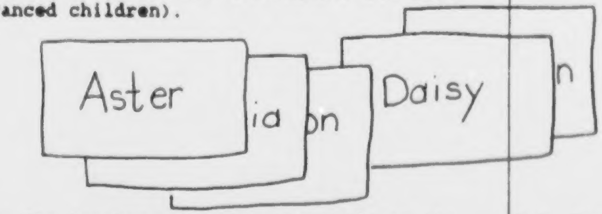
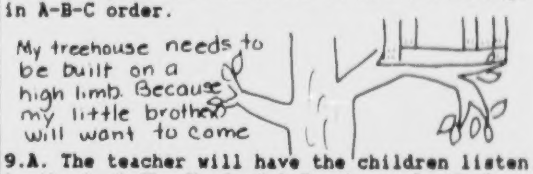
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.35,36,37,38,39,183,337_2 E.*67,*184_3	E.62_2 E.C41,42,43,44,45,46,47_3	 1 egg 2 Caterpillar 3 Chrysalis 4 Butterfly		
	6.F. The children will make caterpillar hand puppets.	6.F. A.7_3	6.F. A.7,$C22_1$ A.7,C22,C24,32_2 A.C22,C24,32_3	6.F. The teacher will have each child bring an old sock to school. Using a needle and a double thickness of yarn, each child will make rows of yellow and black yarn loops down the entire length of the sock. These loops will be cut to create a fringed effect. Felt eyes, mouth, and pipe cleaner antennae will be added to make the puppet look more like a caterpillar. Very large green felt leaves can be cut and stitched at the base of the sock to make it look as though the caterpillar is coming out of a cluster of leaves. (If this project is too extensive for one child, several children can work together to make one puppet.)	6.F. Old socks Needles Black yarn Yellow yarn Black felt Green felt Scissors 	6.F. O PA
7.A. Plantings Galore	7.A. The children will observe seeds, then plant seeds and care for them. The children will discuss plants as living things.	7.A. S.32 R.29,115_1 S.C7 M.C*144_2 S.C8,C18 M.C*149,C*150_3	7.A. S.7,8,65 H.22 R.113 M.$C144_1$ S.C9,11,C27 M.C*149,C*150_2 S.$C46_3$	7.A. The teacher will invite the children to bring seeds to school. They may bring popcorn, dried beans, packaged seeds, seeds from fruits, or grass seed. The teacher will organize the children in small groups to describe, compare, and group their seeds. The teacher will suggest several ways the seeds may be planted. • in dirt or on cotton in a plastic bag (a baggie garden) • on a damp rag which is then rolled up and kept in a plastic bag (raggie garden) • on a damp sponge or paper towel • in a glass with damp paper towels in the middle • in a cup or styrofoam tray • in dirt in an initial or number design • other ways suggested by teacher or children The teacher will help each child plant seeds one or more ways. Each child should write the date and her/his name on a paper to attach to 	7.A. Seeds Dirt containers to plant seeds Other materials, such as cotton, baggies, sponges, rags, paper towels Pencils, crayons or markers	7.A. O

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				the container in which the seeds are placed. The containers should be placed in a light part of the classroom. The teacher will plant several specimens to use for experiments; two not to water, two to keep in a dark place, two to plant in poor soil. The teacher will encourage the children to water (but not over water) their plants when they seem dry. The teacher will encourage the children to draw pictures of their plants' growth over two or three weeks' time. Small pictures and notations can be added to the children's calendars. Every two or three days the teacher will show the plants kept dry and the plants grown in the dark and let the children compare their growth to the watered plants grown in light. The teacher will help the children make conclusions about plants' needs--seeds, water, light, and so on. The teacher will discuss the sun as a major source of energy. The children can also draw a picture of a plant with various parts. They might show and label parts such as a seed "underground," roots, stems, leaves, flowers, and seeds (above ground on the plant). The teacher will lead a discussion of similarities and differences in plants and animals. The teacher will present both as living things that reproduce, grow, need water, move (plants move in limited ways), need nutrients, and respond to stimuli.	  	PF
8. Planting a Rainbow	8.A. The children will create pictures and models of various species of flowers and will write labels for each species.	8.A. S.C32 E.1,2,4,19, 23,24,25, 290_1 $E.9_2$	8.A. A.C22 $E.250_1$ S.C27 $A.C24_2$	8.A. If there is not time for children to "plant a rainbow" from real seeds and watch the flowers mature, the teacher may want to have the children "plant a rainbow" on the bulletin board or on mural paper. The teacher will invite the children to make flowers and to organize them on the bulletin board so that colors are grouped together. The teacher will	8.A. Colored paper Reference books with flower pictures	8.A. PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		A.C1$_3$	A.42$_3$	make research books and plant catalogs available to the children throughout the study so that they can see photographs and pictures of all different kinds of flowers. The children will make labels to put under their flowers.		
	8.B. The children will alphabetize flower names by first letters.	8.B. E.31,32,C33, C34 R.1,2,29$_1$ E.35,36,37, 38 R.86$_2$	8.B. E.37,38,39, 250$_1$ E.62,250 R.86,C*87, 88$_2$ E.42,43,44, 45,46,47, 200,258 R.C*87,88, C*89$_3$	8.B. The teacher will have the children copy flower names onto index cards. These will be used for a manipulative activity in which the children will sort the cards into alphabetical order by first letters (or further for more advanced children). 	8.B. Index cards Markers	8.B. O PA
	8.C. Some children will make flower directories.	8.C.	8.C. E.C64$_1$ R.86,C*87, 88$_2$ E.76 R.C*87,88, C*89,C*91$_3$	8.C. The teacher will give the children the option of creating their own flower directories with the pictures and names of flowers arranged in A-B-C order.  My treehouse needs to be built on a high limb. Because my little brother will want to come	8.C. Paper Markers Stapler	8.C. O PA
9. Wonderful Treehouse	9.A. The children will solve the problem of how to design and utilize a treehouse.	9.A. R.115$_1$ R.115$_2$ A.C1 R.115$_3$	9.A. A.C22 R.115$_1$ R.115$_2$ A.42 R.115$_3$	9.A. The teacher will have the children listen to the book The Wonderful Treehouse by H. Longman. Afterwards the teacher will ask the children to develop their own treehouse designs to meet their specific needs. These will be drawn on large paper and colored.	9.A. Book, The Wonderful Treehouse by H. Longman Paper Pencils Markers/crayons	9.A. PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	9.B. The children describe in writing what they would do in their own tree-houses.	9.B. E.35,36,37, 38,39,*149, 183,337_2 E.*184,*185, 344,C346, $C347_3$	9.B. E.37,38,39, 82,83,*149, *183,*184, *185,344, C346,C347, 352_1 E.82,83, *184,*185, 344,C346, C347,C348, 349,366, 394_2 E.42,43,44, 45,46,82, 83,*186, *187,C348, 349,366, 394_3	9.B. The teacher will ask the children to write about what they would like to do in their tree-houses after they were built. This writing will be done in draft form for later revision. As I sit in my tree-house I will watch for being from space.	9.B. Paper Pencils	9.B. PA O
	9.C. The children will share, discuss, revise and edit their writing.		9.C. E.*356,*360_1 E.*356,360, 362,375_2 E.*356,360, 362,373, 375_3	9.C. The teacher will have the children work in small groups to share and discuss their draft writing. Editorial changes will be made by the writers following this meeting. 	9.C. Drafted writing Pencils	9.C. O
	9.D. The children will share their writing with the teacher, making further editorial improvements.		9.D. E.*356,*360^1 E.*356,*360, 362,375_2 E.*356,*360, 362,373, 375_3	9.D. The teacher will meet briefly with each writer after appropriate changes have been made. The teacher will conference with the child concerning other changes/improvements that might be made in the writing before a final copy is written on the page with the treehouse drawing.	9.D. Edited writing Pencils	9.D. PA

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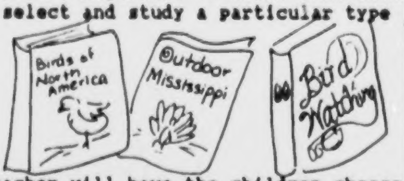
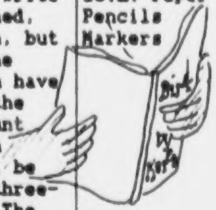
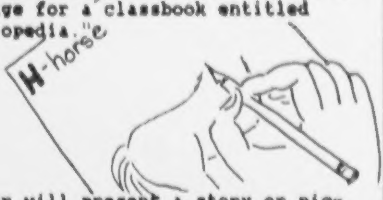
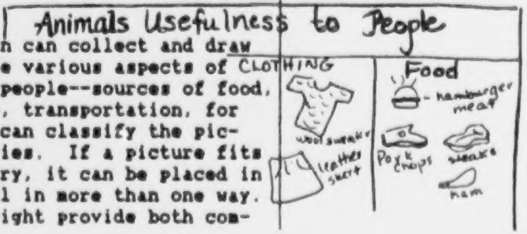
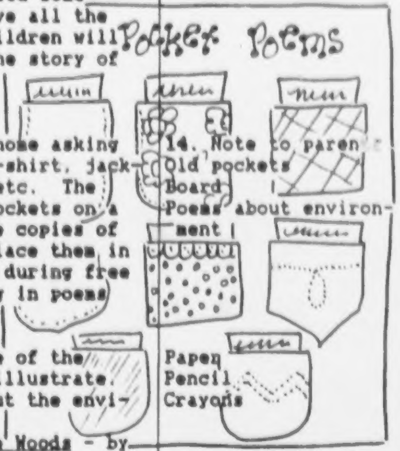
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	9.E. The children will make a final draft to display in the classroom.		9.E. E.*356,*360$_1$ E.*356,*360,362,375$_2$ E.*356,*360,362,373,375$_3$	9.E. The teacher will ask the children to recopy the piece on the paper with their treehouse design. A time will be provided for the children to share completed pieces with their small groups or with the entire class. Drawings and writing will then be posted in the classroom to be shared with others in the school.	9.E. Pencils Completed writing Pens/markers My Treehouse by Sarah This is a story	9.E. PA L
10. Bird Portraits	10.A. The children will research a specific type of bird.	10.A. R.114$_1$ R.114$_2$ R.C*205,114$_3$	10.A. R.114$_1$ R.C*39,*90,114$_2$ R.C*39,*90,C*91,C*92,C*106,114$_3$	10.A. The teacher will provide a variety of resource books and magazines in order that each child might select and study a particular type of bird.  Birds of North America Outdoor Mississippi Bird Watching	10.A. Books about birds Nesting of Birds	10.A. O
	10.B. The children will use art materials to portray specific characteristics of the bird they researched.	10.B. E.1,2,3,4,5,6$_1$ A.C1,C5,7$_3$	10.B. A.7,C22$_1$ A.2,C3,6,7,C22$_2$ A.2,C3,6,C22$_3$	10.B. The teacher will have the children choose one of three types of art techniques to recreate the bird they researched: modeling with clay, painting with tempera or acrylic paint, or stitching onto plastic backing. 	10.B. Self-hardening clay Paint/brushes Clay mats Paper for painting Crewel mesh backing Crewel embroidery thread	10.B. O
	10.C. The children will listen as the teacher introduces the elements of a poetry form.	10.C. R.114$_1$ R.114$_2$ R.114$_3$	10.C. R.114$_1$ R.114$_2$ R.114 E.395$_3$	10.C. The teacher will introduce Haiku poetry, a 17th-century Japanese poetry form with the following characteristics: ♦ 3 lines ♦ 17 syllables (5 in the first line, 7 in the second line, and 5 in the third line) ♦ Usually about nature ♦ Expresses deep feeling ♦ Creates a single picture	10.C. Poetry samples Poster or transparency of characteristics	10.C. O

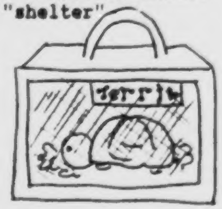
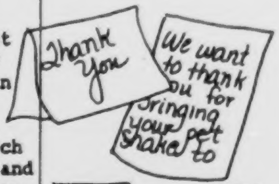
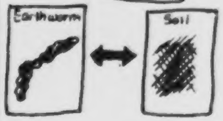
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	10.D. The children will study and dramatize samples of Haiku poetry.	10.D. R.114$_1$ R.114$_2$ R.114$_3$	10.D. R.114$_1$ R.114 OC.C31,C34$_2$ R.114 OC.C31,C34 E.74$_3$	10.D. The teacher will divide the children into groups of four. They will choose one reader and three actors/actresses. The actors/actresses will work out a physical dramatization for the words of the poetry.	10.D. Same as above	10.D. O
	10.E. The children will write three-line poems.		10.E. E.*154$_2$ E.*154,*181$_3$	10.E. The teacher will have the children write three lines about the birds they researched, not worrying about rhyme or syllabication, but only trying to capture the feeling and the spirit of the birds. After some children have shared these three-line word portraits, the teacher will show the children how to count syllables every time their mouth position changes. Those children who want to will be given the opportunity of changing their three-line poems into 17-syllable Haiku form. The poems will be displayed with the artwork done earlier.	10.E. Paper Pencils Markers 	10.E. PA
	10.F. Some children will create "Nature Poetry" books.	10.F. R.114$_1$ R.114$_2$ R.114$_3$	10.F. R.114$_1$ R.114 E.*154$_2$ R.114 E.*154,*181$_3$	10.F. The teacher will provide a variety of poetry books containing poems about trees, birds, flowers, and other nature-related subjects in the Book or Literature Center. The children will be invited to copy their favorites and to write their own poems to go in a collection of "Nature Poetry." The teacher will point out to the children that if a poem is copied, they should always copy the author's name. Second and third grade teachers might want to incorporate the compiling of a bibliography in appropriate form with this project.	10.F. Poetry books Paper Pencils 	10.F. CCF

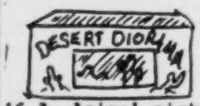
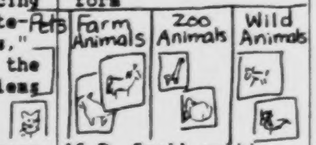
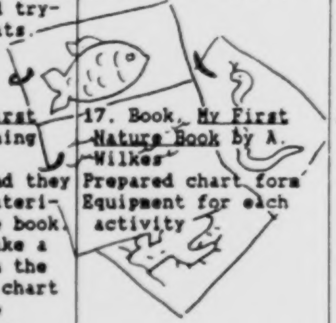
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
11. "Animal Encyclopedia"	11. Each child will research, write about, and draw an animal.	11. E.23,24,25 R.29,115$_1$ R.115$_2$ R.115 A.C1$_3$	11. S.C5,C20 E.37,38,39 R.115$_1$ S.C27 R.115 A.C5$_2$ R.C*42,115$_3$	11. The teacher will help each child choose an especially interesting animal and find out more about the animal. Each child will prepare an illustrated page for a classbook entitled "Animal Encyclopedia." 	11. Reference books, pictures, film-strips, and so on Paper Pencils Markers and crayons	11. O C PA
12. Animals Help People; People Help Animals	12. The children will discuss and portray interrelationships between animals and people.	12. E.23,24,25 R.1,2,3,4, 114,115$_1$ R.114,115$_2$ H.C3 R.114,115 A.C1 S.C5$_3$	12. S.5 E.37,38,39 R.114,115$_1$ S.C10 R.114,115 A.C3$_2$ R.114,115$_3$	12. The teacher will present a story or pictures of how animals help people. The teacher will ask the children to discuss other instances of how animals are helpful to people and how people are helpful to animals (provide shelter, food, habitat, and so on). The class will start lists of "Animals Helping People" and "People Helping Animals." The teacher will make available other books and pictures for the children to read and study. Children can ask their families to discuss other examples. Over several days, the teacher will ask the children to add to and illustrate the list. Each child can write about and draw at least 1 page for a class book, "How People and Animals Live Together." The teacher might present information on endangered species and how people must care for these animals directly or indirectly (preserving habitat, lessening pollution, etc.) if the animals are to survive. Children can make pictures to add to a mural on "People and Animals Living Together." The teacher and children can collect and draw pictures that illustrate various aspects of animals' usefulness to people--sources of food, clothing, companionship, transportation, for example. The children can classify the pictures under the categories. If a picture fits in more than one category, it can be placed in a fifth category--useful in more than one way. (For example, a horse might provide both com-	12. Books on how animals help people and people help animals Animals Helping People 1. Food 2. Clothing 3. Transportation 4. Companionship People Helping Animals 1. Provide food 2. Provide shelter  Animals Usefulness to People CLOTHING Food wool sweater leather skirt hamburger meat Pork chops steaks ham	12. O C PA

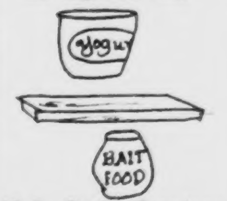
Projects	Objectives	NLS	ILS	Procedures	Materials	Evaluation
				panionship and transportation. Cattle provide food and clothing.) Each child can write about and draw some ways animals help the child or his/her family.		
13. Gretchen's World	13. The children will make paper characters from Gretchen's World and use them for dramatization.	13. R.3,4 E.1,3,4 $R.114_1$ $R.114_2$ R.C*7,114 $E.279,332_3$	13. R.74,81 E.279,332, 340 H.22 OC.46 $R.114_1$ E.279 $R.C*82,114_2$ $R.114_3$	13. This story is introduced in Activity 38. The teacher will re-read Gretchen's World at story time. Then the book will be placed in a center so that children can refer to it as they make characters from the book to use for dramatization. The children will have to work together in deciding who makes what and who will play each character. (They may need some assistance in making sure they have all the characters for the play.) The children will use their characters to act out the story of Gretchen's World for the class.	13. Gretchen's World by A. Hopper Variety of paper Colors/Markers Scissors Paste Scraps of material	13. O L
14. Environmental Poem Pocket	14. The children will help create an Environmental Poem Pocket center.	14. $R.C*42,114_1$ $R.C*42,114_2$ $R.C*42,114_3$ E.9,35,36. $37,38,39_2$ $E.*184,*185_3$	14. $R.C*42,114_1$ $R.C*42,114_2$ $R.C*42,114_3$ $E.37,38,39_1$ $E.*154_2$ E.C41,42,43, 44,45,46, $47,181_3$	14. The teacher will send a note home asking children to bring in old pockets--shirt, jacket, apron, dress, jeans pockets, etc. The teacher will trim and mount the pockets on a board. The teacher will then make copies of poems about the environment and place them in the pockets for children to enjoy during free time. The children may also bring in poems they like about the environment. The children may want to copy some of the shorter poems to take home or to illustrate. Some books that contain poems about the environment are: Little Raccoon and Poems from the Woods - by Lillian Moore Sami Place: Poems from the Country - by Lillian Moore An Arkful of Animals - by William Cole Sing a Song of Popcorn - by Beatrice Schenk de Regniers	14. Note to paren Old pockets Board Poems about environment Paper Pencil Crayons	14. PA

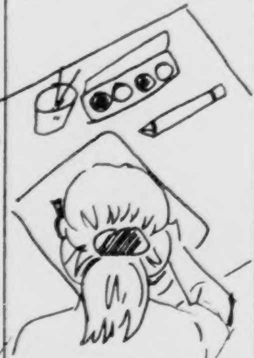
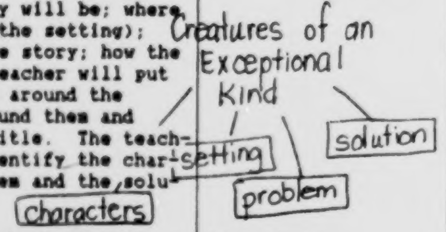


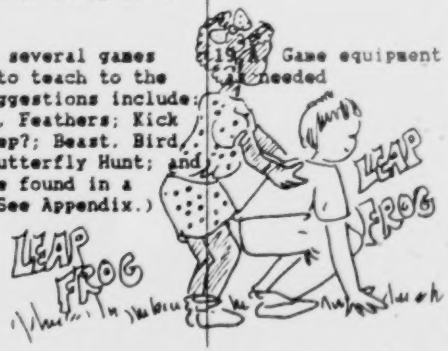
SAMI PLACE
Little Raccoon and Poems from the Woods

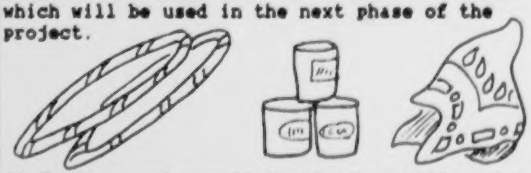
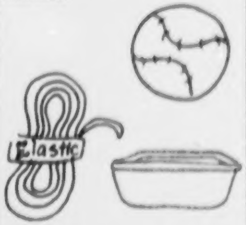
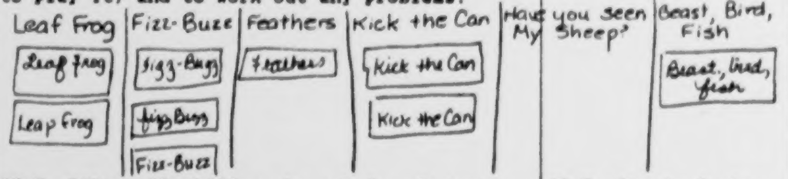
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
15. Animal Guests	15. The children will observe and describe a variety of animals; children will state likenesses and differences in plants and animals.	15. R.3,4_1 S.C*7 E.9,35,36, 37,38,39_2 H.C8 A.C1,C5 E.344_3	15. S.C7,C20 E.37,38,39_1 S.C27 A.6,40 E.*200,201, 330,381, 382_2 S.C21 A.25,42 E.C41,42,43, 44,45,46, 47,166,184_3	15. The teacher will arrange for a variety of animal "guests" in the classroom. Children's family members may be invited to bring tame animals to the room or schoolyard. Children might bring turtles, slugs, earthworms, or large insects in sturdy containers. (Teachers should discourage children from bringing specimens in glass jars.) The teacher will help the children set guidelines for observing--for example, many animals should not be touched. or touched very gently. The teacher will lead the children to notice special characteristics of each animal (body covering, number of limbs, eyes, sizes, ways of moving). The teacher will lead a discussion of each animal's need for food, shelter, and protection. The children can help to write a group composition about each "guest." They should write thank you letters to anyone who has shared an animal guest. Children should draw pictures of what they observed. They might make a diorama or matching game to portray each animal guest in its habitat. The teacher can help the children compare each animal's body and needs to their own bodies and needs. The teacher can also help the children compare an animal to a plant noting likenesses and differences (colors, sizes, and habits will vary; as living things, both plants and animals need air, food, water; both reproduce, grow, and move).	15. Paper Crayons, pencils or markers Perhaps a large plastic box to provide a temporary animal "shelter"   Thank You We want to thank you for bringing your pet snake to 	15. O C PA
16. Animal Habitats	16.A. The children will make models of animals and their habitats.	16.A. E.1,2,3,4, 10,12,13, 14,15,16, 17,27,32, 33,C34,253_1 E.9,35,36, 37,38,39_2	16.A. S.C20 E.37,38,39, *149,250, 344,C346 A.22_1 E.62 A.62_2	16.A. The teacher will organize the children into groups of four or five. Each group will be assigned one or two animals that have a certain habitat (snakes and rabbits--desert, bears and elk--northern forest, ducks and fish--pond or lake, lions and impala--African veldt, seals and whales--ocean and shore, etc.) The teacher will provide each group with information and pictures for background. Using boxes as containers, each group will make a diorama and write a story about their animals. The dio-	16.A. Boxes Scraps of art material Reference books and pictures Scissors Glue Pencil and markers Paper	16.A. O C PA

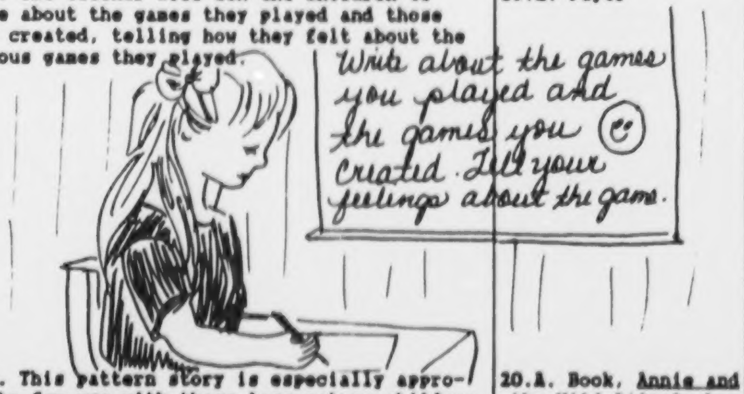
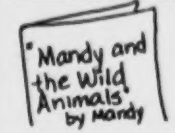
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.11,*184 A.C1,C5$_3$	E.C41,42,43, 44,45,46, 47$_3$	ramas can be described by the groups that made them. Other classes may be invited to see the dioramas.		
	16.B. The children will match animal pictures or models with habitats.		16.B. S.C20$_1$	16.B. After display and discussion of animal habitats, the teacher will help the children prepare pictures of animals and habitats. The pictures can be shuffled, then matched.	16.A. Animal pictures Habitat pictures (collected or drawn)	16.A. O C IT
	16.C. The children will make and interpret a pictograph.	16.C. MA.239$_1$ A.C1 M.C240$_3$	16.C. MA.240,241, 250$_1$ M.244$_3$	16.C. After some background discussion and study of animals and their different habitats, the teacher will ask each child to draw three animals the child finds especially interesting. The children can take turns identifying their animals, telling where each lives, and placing the pictures on a large graph form with categories "Pets," "Farm Animals," "Zoo Animals," and "Wild Animals." The teacher will help the children interpret the graph and make problems and questions for each other to answer.	16.C. 10 cm squares (4 in.) of drawing paper Crayons or markers Four-category graph form 	16.C. C O PA PF
	16.D. The children will make an animal homes flip-book.	16.D. R.115 E.18$_1$ R.115$_2$ R.115 A.C1$_3$	16.D. S.C20 R.115$_1$ A.6 R.115$_2$ R.115 A.42$_3$	16.D. The teacher will help each child prepare a picture of an animal and its habitat for a class flip-book. Once pages are ready, a small group of children can assemble the book, mixing up the pictures and habitats. Children can use the book turning through the pictures and trying to match the animals and their habitats.	16.D. Small multi-ring notebook Paper Scissors Crayons or markers	16.D. O C PA
17. Learning Center	17. The children will follow the directions in a book to complete an activity.	17. R.1,2,114$_1$ R.114$_2$ R.C*61,114$_3$	17. R.C*61,114$_1$ R.C*61,114$_2$ R.114$_3$	17. The teacher will make the book, My First Nature Book, available in a Science Learning Center. This book will be shown to the children at the beginning of the unit, and they will be invited to bring from home the materials to complete any activity shown in the book. In order to do this, they will need to make a list of things they will need to bring on the week the activity will be featured. The chart will show which week the activity will be featured and will have a "materials" space where children can list from the book the needed items. (For younger children, the	 17. Book, My First Nature Book by A. Wilkes Prepared chart form Equipment for each activity	17. O L PA

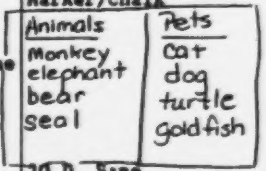
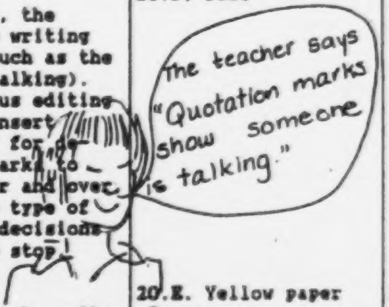
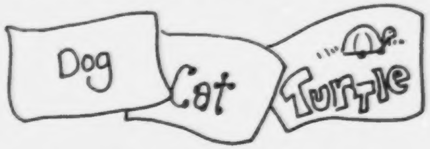
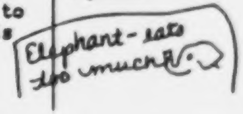
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				teacher may need to read the activities with the group, pointing out how the author uses pictures and words to present the list.) For example, to make a "Creepy Crawly Pit Trap" the child will need to bring: four stones, a yogurt container or jelly jar, a flat piece of wood, and a bit of food for bait. The teacher will provide a dish to be used by all children, a trowel, a saucer, and a pencil for writing in the "Investigations Book."		
18. Exceptional Creatures	18.A. The children will listen to a story about relationships.	18.A. R.4,7,29,62, 113,114, 115_1 R.19,40,113, 114,115_2 R.C*60,C*63, C*66,C*70, C*72,C*81, 113,114, 115_3	18.A. R.C*37,C*60, C*63,C*66, C*70,C*81, 85,113,114, 115_1 R.C*37,C*60, C*63,C*66, C*70,C*71, C*81,85, 113,114, 115_2 R.C*37,113, 114,115_3	18.A. The teacher will read aloud Creatures of an Exceptional Kind by D. B. Whitney. After reading the first two pages, which explain that the three characters are ". . . more different than most others," the teacher will ask the children to predict how they could be so very different. On page 5, the author tells us that each of the three has a special "handicap." The teacher will ask the children what problems they think these handicapping conditions might create for the animals. Have them check their predictions with the explanation of the author. When the animals are sent out on their own, they are likely to encounter more problems. The teacher can have the children answer the question on page 11: "How will these three special ones live in the forest without their families?" On page 12, the author tells us that the animals will be "resourceful." The teacher will ask the children what the word resourceful means, and will write some of their responses on a chart or board. Page 15 explains the meaning of resourceful. Have the children review their own definitions and see which meaning was closest to the author's definition. Page 16 tells us that the animals "share in harmony." Ask for definitions of the word harmony. On page 19 we are told that Selina ". . . listens to wisdom and plants the seeds to bear a harvest." Ask the children to describe what the author means by this image. The very end of the story tells us that "They will tell a story which will have few words,"	18.A. Book, Creatures of an Exceptional Kind by D. B. Whitney 	18.A. 0

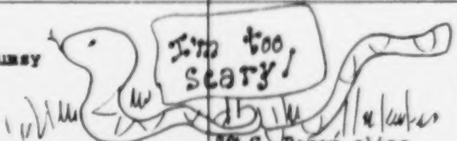
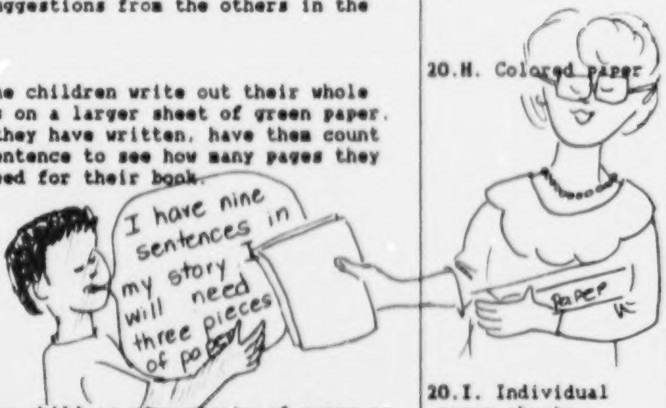
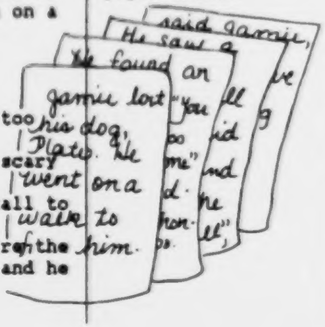
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				and asks "Can you guess what the story will be?" The teacher will tell the children that they are going to write the story that one of the three friends might tell. First, though, the teacher will re-read the story all the way through and will focus the children's attention on the illustrations in the book and will note how they are drawn with black and painted in with water color. The teacher will tell the children that they are going to use the same method to illustrate their own stories. They will first draw a picture with pencil, then trace over it with black permanent marker. Next they will use water colors or thin tempera to add color.		
	18.B. The children will make story maps providing details in four categories: characters, setting, problem or conflict, resolution.	18.B. R.1,2,3,4_1 R.C*64,C*65, C*81_3	18.B. R.C*64,C*81 E.124_1 R.C*64,C*65, C*81,C*82_2 R.C*82_3	18.B. The teacher will write the title of the book on the board or on large chart paper. The teacher will then explain that every story has four things the author needs to think about: who the characters in the story will be; where the story will take place (or the setting); what will be the problem in the story; how the problem will be solved. The teacher will put these four topics on the board around the title, and will draw boxes around them and lines to connect them to the title. The teacher will ask the children to identify the characters, the setting, the problem and the solution in this story.	18.B. Chalkboard/ chalk or Chart paper/marker  Creatures of an Exceptional Kind setting solution problem characters	18.B. L
	18.C. The children will write imaginative stories and illustrate them to make small books.	18.C. R.1,2,3,4_1	18.C. R.C*64,C*81 E.37,38,39, 82,83,124, 148,149, *184,344, C346,C347, 352,*360_1	18.C. The teacher will have each child write a story draft. After writing, the children will read their stories to one or two friends and have them complete response sheets. The children will use their friends' responses to edit their stories and make any changes they want to. The second drafts will be shared in small groups. Each group will be asked to identify: the best part of the story and any	18.C. Paper Pencils Response sheets Various materials for binding books Black markers Watercolors	18.C. PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.35,36,37, 38,39,147, *148,*149$_2$ R.C*64.C*65, C*81 E.*184,*185, *320.344, C346,C347, *356$_3$	R.C*64,C*65, C*81,C*82 E.58,62,82, 83,115,124, *184,367, *368,394$_2$ R.C*82 E.C41,42,43, 44,45,46, 47,58,62, 82,83,115, 124,*319, *321,*322, 323,324, *359,*360$_3$	part that needs more work. The child will be given time to make any changes s/he chooses to make. The final draft will be shared with the teacher. The teacher will ask the child to identify the four elements (characters, setting, conflict, resolution) in the story s/he has authored. If any are missing or unclear, the teacher will have the child identify this fact and suggest ways the missing element(s) might be added. At this point, the teacher will have the child notice any spelling or punctuation problems that might confuse a reader. When these have been edited and corrected, the teacher will have the child make a "dummy" or plan for the book, using scrap paper to make a note about what will be on each page. Next the teacher will provide the child with an appropriate number of pages of white paper on which to write and illustrate the story. These completed pages will be bound to make hard-back books.	You may want to add a ?	
		NOTE: This whole book production process will require the entire length of the unit, so it is suggested that it be begun as early as is feasible.				
19. Backyard Games	19.A. The children will learn some appropriate games for outdoors.	19.A.	19.A. PE.C192, C196,C203, C215,C218, 229 H.20.21.22, C2$_{31}$ PE.C192, C196,C203, C215,C218, 229 H.20,21,22, C23$_2$	19.A. The teacher will select several games appropriate for outdoor play to teach to the children during the unit. Suggestions include: Leapfrog; Fizz-Buzz; Feathers, Feathers; Kick the Can; Have You Seen My Sheep?; Beast, Bird, Fish; Lame Wolf; Hopscotch; Butterfly Hunt; and Call Ball. Other games may be found in a variety of resource books. (See Appendix.)	19.A. Game equipment as needed 	19.A. O

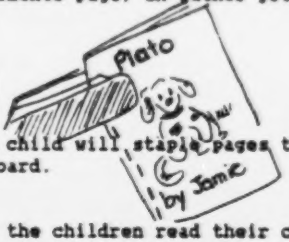
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		PE.C201, C202,C206, C226$_3$	PE.C192, C196,C203, C204,C205, C207 H.20,21,22, C23,50,C58$_3$	What makes a game fun? Mark - playing as a team. Carla - running and jumping. Sara - taking turns. Devon - bouncing a ball.		
	19.B. The children will identify the elements that make a game fun to play.	19.B. R.3,4$_1$	19.B. PE.C192, C215,C218, C254$_1$ PE.C192, C215,C218, C254$_2$ PE.C192, C215,C218, C254$_3$	19.B. The teacher will have the children think about some games they like to play. The teacher will ask the children to brainstorm the characteristics of games that make them fun to play. These things will be listed on a chart which will be used in the next phase of the project. 	19.B. Chart paper Marker 	19.B. L
	19.C. The children will create new games with their own rules and materials.	19.C. PE.C201, C202,C206, C226$_3$	19.C. PE.C192, C196,C203, C215,C218, 229$_1$ PE.C192, C196,C203, C215,C218, 229 H.20,21,22, C23$_2$ PE.C192, C196,C203, C204,C205, C207 H.20,21,22, C23,50,C58$_3$	19.C. The teacher will divide the children into groups of 4, giving each group two or more props. (A broomstick, a hula hoop, a handkerchief, a ball, a plastic tub, three cans, a long piece of elastic, a scarf, a square of cardboard, etc.) The teacher will tell the children that they are to create a new game with the elements that they identified during brainstorming. They must use all of the props their group has been given. After the group has completed its game, it will be given time to play it, and to work out any problems. 	19.C. Broomstick Hula hoop Handkerchief Ball Plastic tub 3 cans Long piece of elastic Scarf A square of cardboard Etc.	19.C. O
	19.D. The children will vote for a favorite game and graph their votes.	19.D. R.4$_1$	19.D. M.C244, C*250$_1$	19.D. After all children have had a chance to to learn and play all the games, the children will write the name of their favorite game on a square of standard-size paper provided by the	19.D. Standard size paper Pencils/glue Chart paper	19.D. O PA

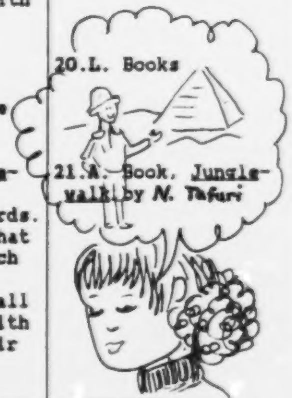
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			M.C244, C*250$_2$ M.C244, C*250$_3$	teacher. These squares will be glued into the appropriate column on a prepared graph.		
	19.E. The children will write an explanation of their game-playing activities.	19.E. E.35,36,37, 38,39,147, *148,*149$_2$ E.*184,*185, *320,344, C346,C347, *356$_3$	19.E. E.37,38,39, 82,83,149, *184$_1$ E.58,62,82, 83,*184, 367,*368, 394$_2$ E.C41,42,43, 44,45,46, 47,58,62, 82,83,*319, *321,*322, 323,324, *359,*360$_3$	19.E. The teacher will ask the children to write about the games they played and those they created, telling how they felt about the various games they played.  Write about the games you played and the games you created. Tell your feelings about the game.	19.E. Paper	19.E. PA
20. **Annie and the Wild Animals**	20.A. The children will listen as the teacher reads a book.	20.A. R.114$_1$ R.114$_2$ R.114$_3$	20.A. R.114$_1$ R.114$_2$ R.114$_3$	20.A. This pattern story is especially appropriate for use with those less mature children who have trouble writing creatively on their own. The teacher will first read the story to the children, talking about the animals Annie finds as she sets off looking for her cat: a moose, a wild cat, a bear, and a stag. Each of these animals seemed to Annie to be inappropriate for taming: the moose is too big, the wild cat is too mean, the bear is too grumpy, and the stag is not soft and fluffy.	20.A. Book, **Annie and the Wild Animals** by Inappropriate for Taming Moose - too big Wild cat - too mean Bear - too grumpy Stag - Not soft and fluffy.	20.A. O
	20.B. The children will listen as the teacher explains how they can change things to make a new story.	20.B. E.333$_1$ E.334$_2$ E.*255$_3$	20.B. E.250,*255$_1$ E.*154,250, *255$_2$ E.250,258$_3$	20.B. The teacher will model with the children procedures for writing and illustrating their own books: "______________ and the Wild Animals," putting in the names of wild animals of their choice and giving a reason why that animal is not suitable for taming. They can also put the animal they would most like to have for a pet in the place of the cat. To develop the	20.B. Book, **Annie and the Wild Animals**  "Mandy and the Wild Animals" by Mandy	20.B. PA

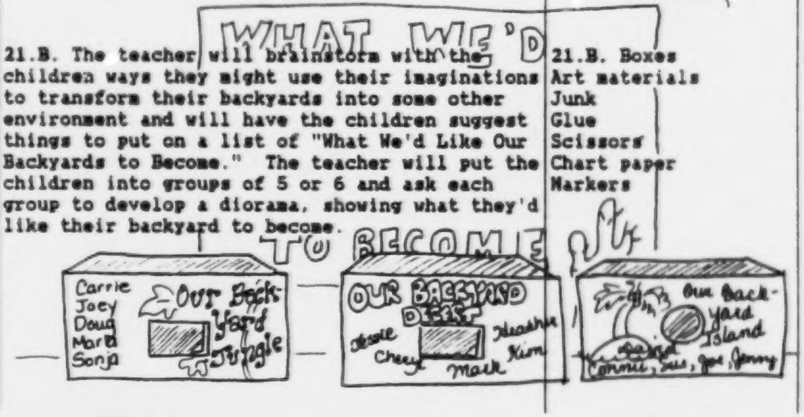
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				story, the teacher may take the children through the following steps:		
	20.C. The children will name animals to use in writing a group story.	20.C. E.333,341$_1$ E.344$_2$ E.*255$_3$	20.C. E.250,*255$_1$ E.61,62,*154,250,*255$_2$ E.250,258,274$_3$	20.C. 1. Have the children think of a list of animals to use, and a special kind of pet. Write the story with the children's help, substituting the new animals for the ones in Annie's story, and using a personal name rather than Annie's name.	20.C. Chart paper/ chalkboard Marker/chalk  Animals Monkey elephant bear seal Pets cat dog turtle goldfish	20.C. 0
	20.D. The children will participate in group editing of a story and will identify use of quotation marks and special editorial symbols.	20.D. E.341$_1$ E.35,36,37,38,39,*149,314,315,337$_2$ E.*320,*357$_3$	20.D. E.37,38,39$_1$ E.61,62,*320,362$_2$ E.43,44,45,46,47,*359,*360,362$_3$	20.D. 2. As this writing is done together, the teacher should point out various writing conventions used in the story (such as the use of quotation marks to show talking). The teacher can also teach various editing strategies: use of a carat to insert something, use of "crossing out" for deleting something, use of ditto marks to keep from writing everything over and over, etc. Model for the children the type of self-questioning used in making decisions about words to use or a place to stop.	20.D. Same  The teacher says "Quotation marks show someone is talking."	20.D. 0
	20.E. The children will write the name of a pet.	20.E. R.1 E.333$_1$	20.E. E.250$_1$ E.82,83,250,255$_2$ E.43,45,46,47,250,258,274$_3$	20.E. 4. On a small piece of yellow paper, have the child write the name of a pet that is to be lost. 	20.E. Yellow paper Square	20.E. 0 PA
	20.F. The children will make a list of animals to use in writing a story.	20.F. R.1 E.333$_1$ E.334$_2$	20.F. E.250$_1$ E.82,83,250,*255$_2$	20.F. 4. On a small piece of pink paper, have the child write a list of the wild animals to be used and the reason why the animal is not suitable for taming. Examples: an elephant--eats too much	20.F. Pink paper square 	20.F. 0 PA

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			E.43,45,46, 47,250,258, 274_3	a python--too scary a hippopotamus--too clumsy a giraffe--too tall a baboon--too messy  I'm too scary!		
	20.G. The children will work in groups to share and evaluate ideas.		20.G. H.22,$C23_1$ H.22,C23,34_2 H.22,C23,34_3	20.G. 5. Have the children meet in small groups of three. Give each child in the group two minutes to express his/her ideas and to take suggestions from the others in the group.	20.G. Paper slips from above	20.G. O
	20.H. The children will draft their stories.	20.H. E.28 M.$C15_1$ E.35,36,37, 38,39,*149_2 E.*184,344, C346,*357_3	20.H. E.37,38,39, *149,*184, 344,C346, 352,*357 M.$C15_1$ E.*184,344, C346,352, *357_2 E.C41,42,43, 44,45,46, 47,352_3	20.H. 6. Have the children write out their whole stories on a larger sheet of green paper. After they have written, have them count each sentence to see how many pages they will need for their book.  I have nine sentences in my story I will need three pieces of pa PAPER	20.H. Colored paper	20.H. O PA
	20.I. The children will edit and rewrite their stories for publication.		20.I. E.352_1 E.352_2 E.352_3	20.I. 7. Give the child as many sheets of paper as needed to write one sentence or idea on a page. Example: a. Jamie lost his dog, Plato. b. He went on a walk to find him. c. He found an elephant. "You eat too much to tame," he said. d. He found a python. "You're too scary to tame," he said. e. He saw a giraffe. "You're too tall to tame," said Jamie. f. Then Jamie found his dog. "You're the best pet of all," said Jamie, and he gave Plato a big hug.  said Jamie, He saw a He found an Jamie lost his dog, Plato. He went on a walk to him.	20.I. Individual paper sheets	20.I. O PA

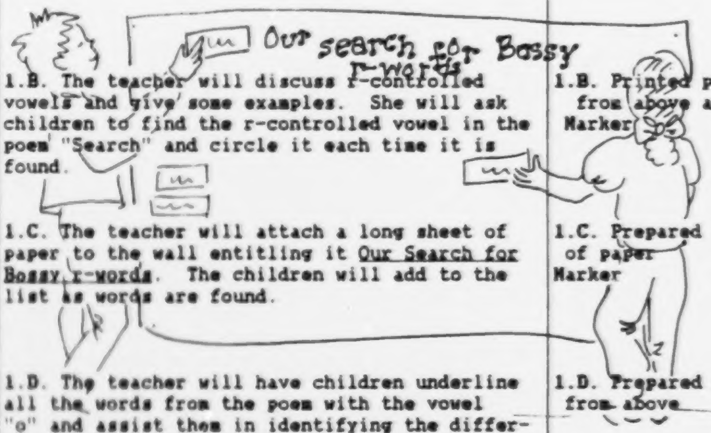
Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	20.J. The children will make supplementary pages for their books.	20.J. R.C*105$_3$	20.J. R.C*105$_1$ R.C*105, C*107$_2$ R.C*106, C*107$_3$	20.J. 8. Have the children make extra pages they want to include: a title page, an acknowledgements page, an author profile, etc.	20.J. Paper	20.J. PA
	20.K. The children will bind their books.		20.K. PE.C192$_{1,2,3}$	20.K. 9. Each child will staple pages together with tagboard.	20.K. Cover board	20.K. PA
	20.L. The children will read completed books aloud.	20.L. R.113$_{1,2,3}$	20.L. R.113$_{1,2,3}$	20.L. 10. Have the children read their completed books in their small groups and/or share them with the whole group.	20.L. Books	20.L. O L
21. Junglewalk	21.A. The children will use picture clues to develop a story plot.	21.A. E.35,36,37, 38,39,337$_2$	21.A. E.37,38,39, 82,83,344, 352$_1$ E.82,83,344, 352$_2$ E.C41,42,43, 44,45,46, 47,82,83, 344,352$_3$	21.A. The teacher will show the book, Junglewalk, to the children, explaining that the author put in pictures, but left out the words. The teacher will have the children notice that the "boy" in the story places himself in each imaginary scene of his Jungle walk. The teacher will ask the children to work in small groups to write a narrative that could go with the pictures in the book, or to develop their own "backyard imagination stories."	21.A. Book, Junglewalk by N. Tafuri	21.A. O
	21.B. The children will create dioramas showing what their backyards might become.		21.B. H.22,C23,24 A.C27,C28, C29$_1$ H.22,C23,24, 35 A.6,C27,C28, C29,40$_2$ H.22,C23,24, 35 A.C5,6,C27, C28,C29,40, 42$_3$	21.B. The teacher will brainstorm with the children ways they might use their imaginations to transform their backyards into some other environment and will have the children suggest things to put on a list of "What We'd Like Our Backyards to Become." The teacher will put the children into groups of 5 or 6 and ask each group to develop a diorama, showing what they'd like their backyard to become.	21.B. Boxes Art materials Junk Glue Scissors Chart paper Markers	22.B. PA

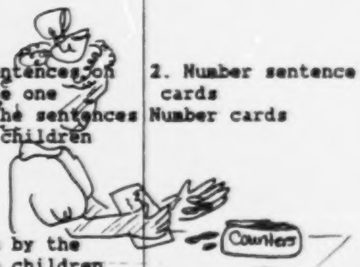




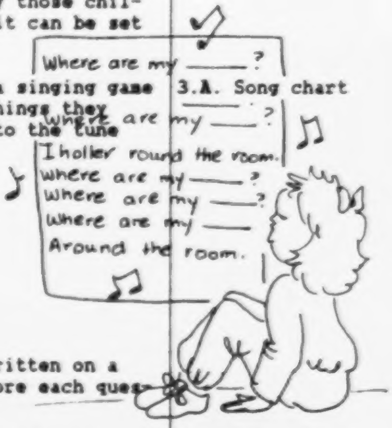


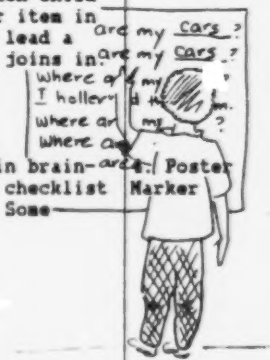
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
1. The Search	1.A. The children will read silently as the teacher reads Shel Silverstein's "The Search" from a printed chart several times.	1.A. R.114,115$_1$ R.114,115$_2$ R.114,115$_3$	1.A. R.114,115$_1$ R.114,115$_2$ R.114,115$_3$	1.A. The teacher will print "The Search" on chart paper and have the children follow along as she reads it aloud several times until the children are very familiar with it.	1.A. Prepared poem: "The Search" by Shel Silverstein (Where the Sidewalk Ends)	1.A. O
	1.B. The children will identify the word with the r-controlled vowel in the poem.	1.B. E.48$_1$ R.53$_3$	1.B. R.53$_1$ R.53$_2$	1.B. The teacher will discuss r-controlled vowels and give some examples. She will ask children to find the r-controlled vowel in the poem "Search" and circle it each time it is found.	1.B. Printed poem from above activity Marker	1.B. O L
	1.C. The children will find other r-controlled words and add to a list.	1.C. R.53$_3$	1.C. R.53$_1$ R.53$_2$	1.C. The teacher will attach a long sheet of paper to the wall entitling it Our Search for Bossy r-words. The children will add to the list as words are found.	1.C. Prepared sheet of paper Marker	1.C. O L
	1.D. The children will "search" for words with vowel sound "c" in the poem and identify the sounds.	1.D. R.49,50,51, 53$_3$	1.D. R.49,50,51, 53$_1$ R.49,50,51, 53$_2$	1.D. The teacher will have children underline all the words from the poem with the vowel "o" and assist them in identifying the different sounds.	1.D. Prepared poem from above	1.D. O L
2. Number Search	2. The children will complete number sentences by selecting the missing numbers from a set of number cards.	2. M.C*55,C*63$_1$ M.61,C66, 173$_2$ M.*70$_3$	2. M.C*55,173$_1$ M.C66,*70$_2$	2. The teacher will write number sentences on cards, leaving boxes to indicate the one missing number in each sentence. The sentences will relate to number concepts the children have previously studied. Examples: 3 + ___ = 9 12 - 4 = ___ ___ x 2 = 16 Each missing number will be written by the teacher on a blank index card. The children will search for the missing numbers, and match	2. Number sentence cards Number cards	2. O IT

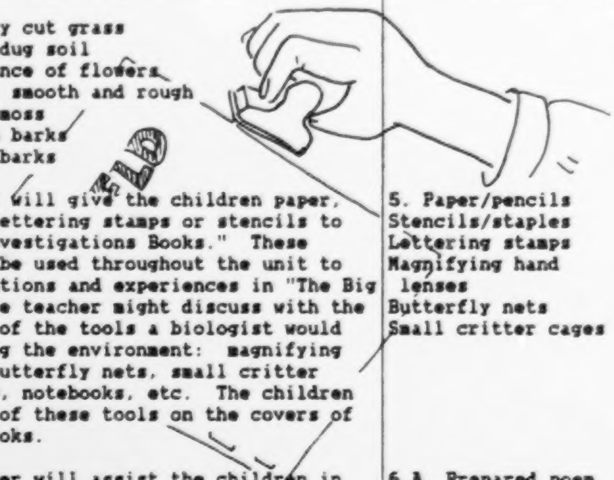
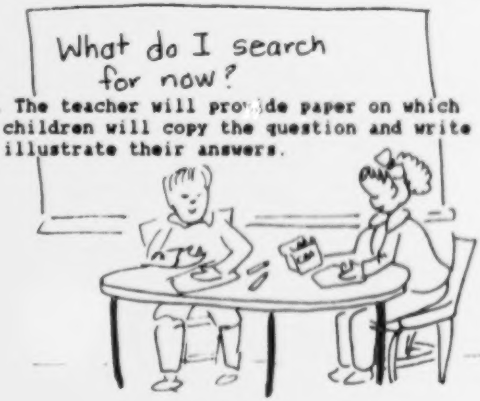

Our search for Bossy r-words



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				the appropriate pair of cards. Manipulatives will be made available for use by those children that need them. A time limit can be set if desired.		
3. Where are They?	3.A. The children will sing a song about lost items.	3.A. E.183,*184, *185$_1$	3.A. MU.C31,38 $E.183_1$ $E.183_2$	3.A. The teacher will introduce a singing game in which the children think of things they often look for. It may be sung to the tune "Roll Out the Barrel." Where are my keys? Where are my keys? Where are my keys? I holler round the room. Where are my keys? Where are my keys? Where are my keys? Around the room. The teacher will have the song written on a laminated chart with a blank before each question mark.	3.A. Song chart	3.A. O L
	3.B. Each child who volunteers will write the word for a lost item in the blank and lead the singing.	3.B. $R.5_1$ E.35,36,37, 38,39$_2$	3.B. E.38 $MU.C59_1$ $MU.37_2$ E.43,44,45, 46,47$_3$	3.B. The teacher will have the children try singing the song with the item(s) they wrote about searching for in the blank. Each child can come up in turn and write his/her item in the blank with a wipe-off marker and lead a verse of the song as the whole group joins in.	3.B. Song chart	3.B. L
4. Big Backyard Brainstorm	4. The children will brainstorm things they might be able to see, hear, feel, or touch in The Big Backyard.	4. R.3,4$_1$ S.C7 $SS.C1_2$ H.C40 $S.C8_3$	4. $S.C32_1$ $OC.C34_2$	4. The teacher will assist children in brainstorming and making a huge poster or checklist before a visit to The Big Backyard. Some things they might list are: See: a dandelion gone to seed a red spider a cocoon a nest Hear: frogs croaking birds calling crickets chirping leaves rustling	4. Poster Marker	4. O L

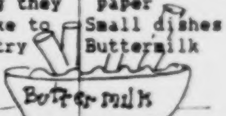

Where are my ____?
Where are my ____?
I holler round the room.
Where are my ____?
Where are my ____?
Where are my ____
Around the room.

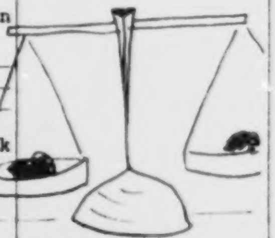
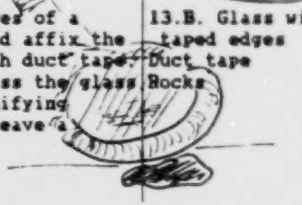


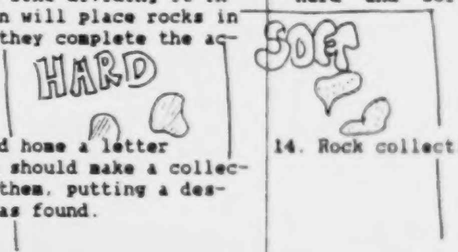
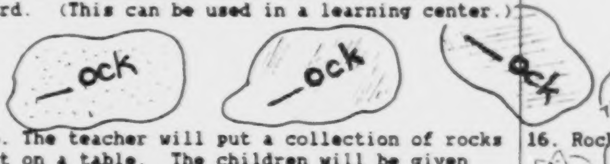
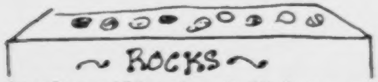
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				Smell: freshly cut grass newly dug soil fragrance of flowers Touch: rocks, smooth and rough moist moss smooth barks rough barks 		
5. Field Books	5. The children will construct booklets to use in recording information studied in the unit.	5. R.1,4,115 E.20,21,22,23,24,25$_1$ R.115$_2$ R.115 A.C1,C5$_3$	5. R.115$_1$ E.*154$_2$ R.115$_3$	5. The teacher will give the children paper, staples, and lettering stamps or stencils to make "Field Investigations Books." These booklets will be used throughout the unit to record observations and experiences in "The Big Backyard." The teacher might discuss with the children some of the tools a biologist would use in studying the environment: magnifying hand lenses, butterfly nets, small critter cages, pencils, notebooks, etc. The children can draw some of these tools on the covers of their Field Books.	5. Paper/pencils Stencils/staples Lettering stamps Magnifying hand lenses Butterfly nets Small critter cages	5. O PA
6. Question Search	6.A. The children will re-read the poem The Search and identify the question.	6.A. E.333 R.5,6$_1$ E.183,299,300$_2$ E.*185,255 R.C*41,60$_3$	6.A. R.41,42 E.183$_1$	6.A. The teacher will assist the children in reading the poem, allowing them to fill in missing words or phrases. The teacher will ask "Who can identify the question in the poem?" and "How can you tell it is a question?"  What do I search for now?	6.A. Prepared poem from previous activities Paper Pencils/crayons/markers	6.A. O L
	6.B. The children will write answers to the question "What do I search for now?"	6.B. E.30,32,37,38,39 R.4$_1$ E.35,36,37,38,39 R.4$_2$ A.C1 E.*184,185,344,C347$_3$	6.B. E.149,150,184,185,344,346,347,352$_1$ E.62$_2$ A.23 E.40,41,42,43,44,45,46,47$_3$	6.B. The teacher will provide paper on which the children will copy the question and write and illustrate their answers.	6.B. Paper Pencils	

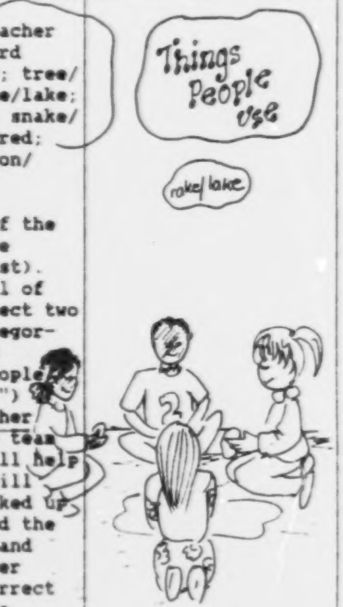
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
7. Looking for Spring	7.A. The children will dictate events in sequence.	7.A. R.8.114_1 R.114_2 R.C*63.C*66_3	7.A. R.C*63.C*66, 114_1 R.C*63.C*66, 114_2 R.114_3	7.A. The teacher will read the book, The Boy Who Didn't Believe in Spring. The teacher will ask the children to dictate the names of the places the boys passed looking for Spring. These will be listed on a long experience chart. The children will read from their list as the teacher re-reads the book. The children will check their list to see if anything was omitted and will add things they forgot.	7.A. Book, The Boy Who Didn't Believe in Spring by L. Clifton Chart paper Marker	7.A. L
	7.B. The children will use a signal to indicate recognition of pronouns.	7.B. E.254_2 E.279.280, *281_3	7.B. E.279_1 E.279, *281_2	7.B. The teacher will re-read the story of The Boy Who Didn't Believe in Spring and will tell the children to put their thumbs up when they hear a pronoun. The teacher will stop and ask what noun the pronoun represents. can + not = can't	7.B. Book, The Boy Who Didn't Believe in Spring by L. Clifton	7.B. O
	7.C. The children will identify word pairs represented by contractions.	7.C. R.58 E.75, *228, 332, 343_3	7.C. E.75, 332, 343_1 E.75, *228, 332, 343_2	7.C. The teacher will select contractions from the story and put them on a chart or board. The children will tell the two words each contraction represents. The children will also ask the question, "What two words do you think 'ain't' represents?" emphasizing that there are not two related words and that 'ain't' is not an appropriate formal grammatical structure.	7.C. Chalk Chalkboard	7.C. L
	7.D. The children will find contractions in a book and identify the words they replace.	7.D. R.58 E.75, *228, 332, 343_3	7.D. E.75, 332, 343_1 E.75, *228, 332, 343_2	7.D. The book will be placed in a learning center. The children will find the contractions in the book, write them on a paper, and designate the two words that the contractions represent. 	7.D. Book, The Boy Who Didn't Believe in Spring by L. Clifton Paper Pencil	7.D. IT

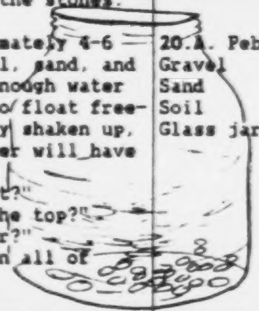
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
8. Sylvester and the Magic Pebble	8. The children will listen to Sylvester and the Magic Pebble and discuss the kinds of rocks and pebbles in the story.	8. R.3,4,10, 114$_1$ R.114$_2$ R.114$_3$	8. R.114$_1$ R.114$_2$ R.114$_3$	8. The teacher will read Sylvester and the Magic Pebble, guiding a discussion of the rocks and pebbles in the book and describing rocks and pebbles they might find in The Big Backyard.	8. Sylvester and the Magic Pebble by W. Steig	8. L O
9. Magic Pebbles	9. The children will skip-count by twos, fives, and tens.	9. M.C24$_3$	9. M.C24$_1$ M.C4,C24$_2$	9. The teacher will provide small rocks for the children to use in practicing counting by twos, fives, and tens. The children will first put the rocks into groups of two, five, and ten, and then will try to skip-count by saying out loud, only the number that represents the group total: 2, 4, 6, etc.	9. Small rocks	9. L
10. Clock Times	10. The children will set the clock hands to show designated times.	10. M.C*138$_1$	10. M.C*138$_1$	10. After the children have heard the story of Sylvester and the Magic Pebble, the teacher will have them practice setting a Judy Clock to the various times of day mentioned in the story.	10. Book, Sylvester and the Magic Pebble Wooden clock	10. O
11. Rock Writing	11. The children will write with rocks.	11. E.23,24,25, 26,27,30, 32,33,34$_1$ E.9,35,36$_2$ E.11$_3$	11. E.40,C41,42$_3$	11. The teacher will show pictures of early primitive writings, like on walls of caves, etc., and discuss how rocks were used for the drawings and writings. The teacher will assist children in collecting rocks and provide a rough surface like sandpaper or cement to experiment using rocks to write, noting colors that are produced.	11. Pictures of primitive writings Rocks children collect from The Big Backyard Sandpaper or cement	11. O
12. Chalk Writing	12.A. The children will use a rock product to write.		12.A. A.C22$_1$ A.C22,32$_2$ A.C22,32$_3$	12.A. The teacher will explain to the children that chalk is a natural product that comes from rocks. If possible, the teacher will give the children rocks with a chalk or clay base and have them write or draw with them on a sidewalk or other paved area. (This is a good chance to practice skills through use of hopscotch or another outdoor board game.)	12.A. Chalk rocks Outdoor pavement	12.A. O P

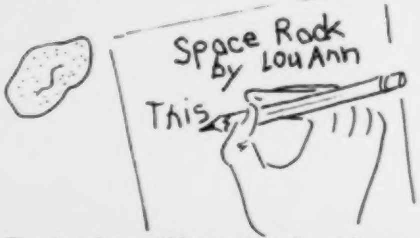
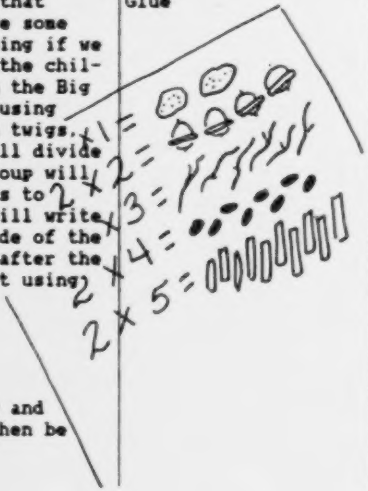
<table>
<tr><th>Activities</th><th>Objectives</th><th>MLS</th><th>ILS</th><th>Procedures</th><th>Materials</th><th>Evaluation</th></tr>
<tr><td></td><td>12.B. The children will use colored chalk to make springtime pictures.</td><td>12.B.
A.C1$_3$</td><td>12.B.
A.C22$_1$
A.C22.32
S.C41$_2$
A.C22.32$_3$</td><td>12.B. The teacher will provide colored chalk and colored construction paper and ask the children to create a picture of something they like to think about or something they like to do in the Spring. Children may like to try dipping their chalk in a small dish of buttermilk to get a glossy effect.
 </td><td>12.B. Colored chalk
Colored construction paper
Small dishes
Buttermilk</td><td>12.B. O</td></tr>
<tr><td>13. Rock Weights</td><td>13.A. The children will use their hands to estimate weight differences in rocks.</td><td>13.A.
R.3.4
E.10.13
S.C32.C38$_1$
S.C64$_2$</td><td>S.C46.C56$_3$</td><td>13.A. The teacher will supervise the children as they use their hands to feel weight differences in rocks. Each rock will be labeled with a letter. The children will each feel three rocks and record their estimates on a laminated chart as shown.
<table><tr><th></th><th>HEAVIEST</th><th>MEDIUM</th><th>LIGHTEST</th><th>TRUE</th><th>FALSE</th></tr><tr><td>Todd</td><td>A</td><td>B</td><td>C</td><td></td><td></td></tr><tr><td>Rick</td><td>D</td><td>A</td><td>B</td><td></td><td></td></tr><tr><td>Sara</td><td>C</td><td>D</td><td>A</td><td></td><td></td></tr><tr><td>Min</td><td>D</td><td>B</td><td>C</td><td></td><td></td></tr></table>Another chart will be completed as the children weigh the rocks:
<table><tr><th>ROCK A</th><th>ROCK B</th><th>ROCK C</th><th>ROCK D</th></tr><tr><td>10 oz.</td><td>2 pounds</td><td>1 pound</td><td>14 oz.</td></tr></table>After weighing all rocks, each child will check his estimated data and put a check in the true or false column. A balance scale can be used to confirm the guesses.</td><td>13.A. Variety of rocks
Balance scale
Laminated charts

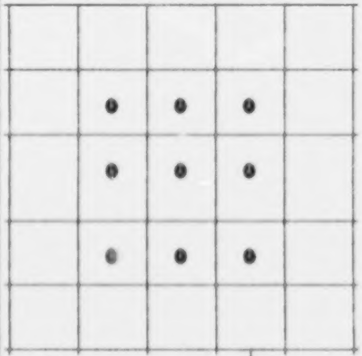
</td><td>13.A. O</td></tr>
<tr><td></td><td>13.B. The children will experiment to determine hardness or softness of rocks.</td><td>13.B.
R.3.4$_1$
E.262.299.300$_2$
E.288.289.*291$_3$</td><td>13.B.
OC.C20
E.*291$_2$
E.*292.*322$_3$</td><td>13.B. The teacher will tape the edges of a piece of glass (to prevent cuts) and affix the glass to a stable table surface with duct tape. The children will scrape rocks across the glass and examine the surface with a magnifying glass. Only very hard rocks will leave a scratch on the glass.
</td><td>13.B. Glass with taped edges
Duct tape
Rocks</td><td>13.B. O</td></tr>
</table>

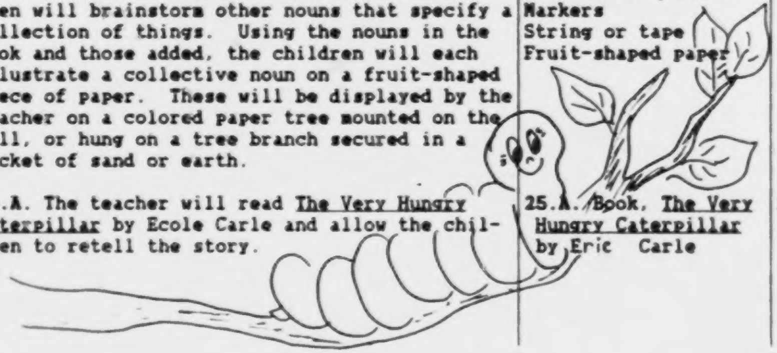
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	13.C. The children will group collection of rocks according to hardness or softness.	13.C. R.2 E.290$_1$ E.*291$_3$	13.C. E.*291$_2$ E.292 S.C46$_3$	13.C. The teacher will provide a poster labeled "Hard" and "Soft" with a line dividing it in the middle. The children will place rocks in the appropriate area as they complete the activity above. 	13.C. Poster labeled "hard" and "soft"	13.C. PA
14. Home Project	14. The children will collect and label rocks with the help of their parents.	14. E.340$_1$		14. The teacher will send home a letter explaining that children should make a collection of rocks and label them, putting a description of where each was found.	14. Rock collections	14. PA O L
15. Rock Game	15. The children will form words made from the -ock word family.	15. M.48 E.48.55.57$_1$ E.50.52.53 R.14.15.45$_2$ E.55.56.57 R.46.48$_3$		15. The teacher will provide rocks cut from poster paper and laminated with -ock written on each one. The children will use grease pencils to write a consonant or blend to form a new word. (This can be used in a learning center.) 	15. Prepared paper rocks Grease pencils	15. PA
16. Rock Talks	16. The children will use oral language to convey specific details.	16. S.C32 E.340$_1$ S.C39 E.299$_2$ E.*255,256, 288,289, *291$_3$	16. E.78,250, 256$_1$ E.78,250, 256$_2$ E.250,*292$_3$	16. The teacher will put a collection of rocks out on a table. The children will be given turns to select a rock "using their eyes" and to give an oral description of it in three sentences or less. The other children will try to identify the rock described. 	16. Rocks The rock I see is the size of a quarter. It is gray and looks bumpy.	16. O L
17. Rock Rhymes	17. The children will name rhyming words within categories.	17. R.1,2,3,4,13 E.48.49$_1$ E.57$_3$	17. R.31 E.57$_1$ E.57$_2$	17. The teacher will cut out 13 large rocks from poster board (about 9" x 11") and 44 small rocks (about 4" x 10". On the large rocks, the teacher will write the titles of word categories: transportation, things in the home, things people use, things found outdoors, animals and insects, toys, clothing, appliances, food, things people do, colors, places, num-	17. Poster board Marker Scissors Rhyming word list	17. O

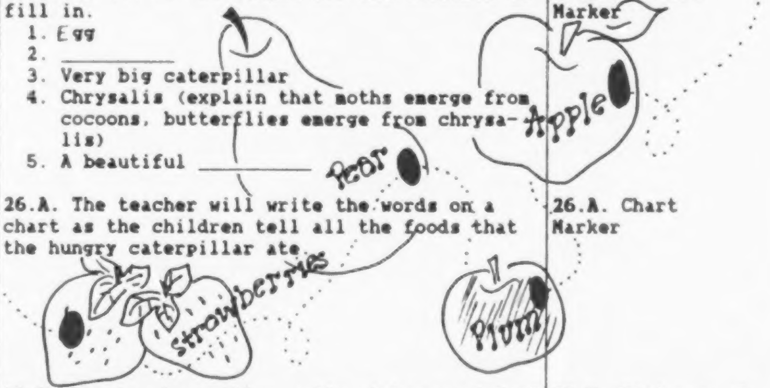
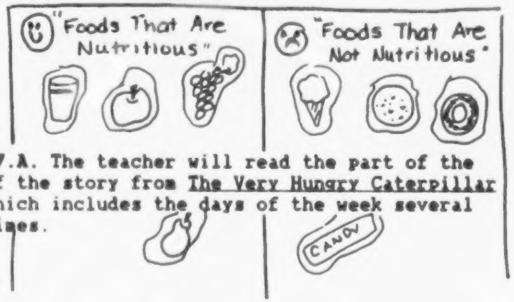
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				bers. On each of the small rocks the teacher will print a pair of words from these word pairs: rain/drain; pail/sail; four/pour; tree/bee; bug/rug; tool/spool; fox/rocks; rake/lake; sky/fly; swing/ring; hen/ten; shoe/blue; snake/cake; hog/log; hay/say; bird/word; shed/red; flower/shower; dirt/shirt; crow/mow; wagon/dragon; sun/run. To play: The game leader keeps a copy of the rhyming pairs word list. The players are divided into teams (two to four works best). The first player draws a rock from a pail of rhyming-words rocks. S/he must then select two large rocks that show representative categories. (For example: if the player draws "rake/lake," s/he must select "things people use" (or do) and "things found outdoors.") These categories will be shown to the other players on the team. The members of the team may ask "yes" and "no" questions that will help them guess the words. The game leader will keep track of the number of questions asked up to 10. If no-one on the team has guessed the word after 10 questions, the categories and words are given to Player One on the other team. A point is given to a team for correct identification of the pair of words. The player who guesses the rhyming words becomes the next player to choose a rock.		
18. Rock Collections	18. The children will bring in a rock they have collected and share the information with the class.	18. R.3,4,8,10$_1$	18. E.2,7,9$_1$ OC.1,18,C20, C34$_2$ OC.17$_3$	18. The teacher will explain that many families will bring back a rock from a vacation or place they have visited as a memento. The children will be given an opportunity to bring in their rocks and share them with the class. A parent or a geologist might visit and tell about memento.	18. Rocks children bring from home Canada Hawaii MEXICO	18. L O
19. "Rock" Music	19. The children will notice the deterioration of rocks that makes soil.	19. S.C32$_1$ S.C39$_2$	19. MU.C2,C52$_1$ MU.C2,C52$_2$	19. The teacher will have the children put some small stones into containers with lids (cottage cheese, yogurt, potato chip, coffee, etc.). A lively piece of music will be played, and the children will use these home-made instruments	19. Containers with small lids Small stones Black paper Hand magnifiers	19. P

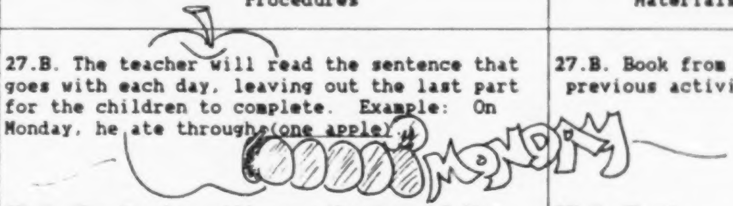
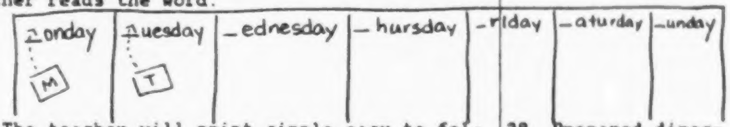
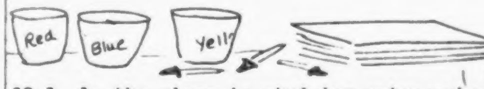
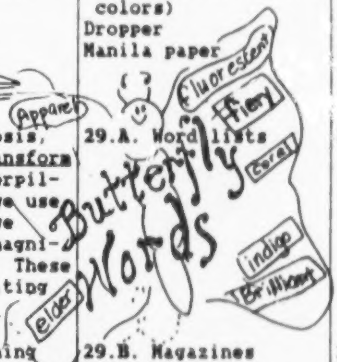
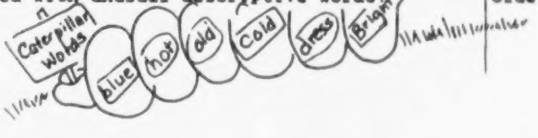
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		MU.C1.C3, C44,C53$_3$		to accompany themselves as they dance and/or sing. After the music has ended, the teacher will ask the children to pour the contents of their cans onto dark paper to see if any soil has been loosened or "created" from the action of the stones. Hand magnifying lenses will be provided for close examination of the stones.		
20. Soil to Rock	20.A. The children will examine the process of sedimentation.	20.A. S.C32$_1$ S.C39$_2$	20.A. S.C41$_2$ S.C56$_3$ (weight)	20.A. The teacher will put approximately 4-6 tablespoons each of pebbles, gravel, sand, and soil into a large glass jar with enough water to allow the different materials to float freely. The mixture will be vigorously shaken up, then allowed to settle. The teacher will have the children notice: "What particles stop moving first?" "What layer is on the bottom? the top?" "Will the water ever become clear?" "What happens to the mixture when all of the water dries up?"	20.A. Pebbles Gravel Sand Soil Glass jar with top 	20.A. O IT
	20.B. The children will record their observations over the course of the study.	20.B. R.C*70,C*70$_3$	20.B. R.C*70$_1$ R.C*70,C*71$_2$ R.C*71 S.C46$_3$	20.B. The teacher will have the children write a class "journal" of their observations. Each child making a journal entry will log the day, the time, and specific observations. At the end of the study, when the water has been completely evaporated, the teacher will have the class meet to study the record of data, and will ask them to make conclusions that can be written in the journal.	20.B. Chart paper Marker	20.B. L O PA
21. Life History of a Rock	21.A. The children will listen to a presentation about geological history.		21.A. H.21,22$_1$ H.21,22$_2$ H.21,22$_3$	21.A. The teacher will invite a geologist or a local rock collector to share with the children a "history" of a rock, explaining how the marks on the rock and the geological make-up of the rock tell about the "events" in its life.	21.A. Visitor Our Visitor's Rock Collection	21.A. V SSC

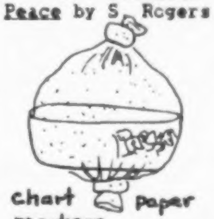
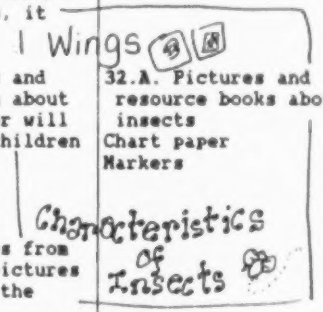
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	21.B. The children will write the information gathered after studying a rock.	21.B. E.35,36,37, 38,39,337$_2$ E.344,*357$_3$	21.B. E.37,38,39, 83,344,352 H.24$_1$ E.83,344, 352,367, *368,394$_2$ H.24,35 E.42,43,44, 45,46,47, 83,352,367, *368,369, 394$_3$	21.B. The teacher will ask the children to select a favorite rock from their collections and to write about the kind of life this rock might have had and the places where it might have been.  	21.B. Paper Pencils Crayons/markers	21.B. PF
22. Natural Multiplication	22. The children will illustrate multiplication facts--ones to tens.	22. M.C*3,C15, C35$_1$ M.*70$_3$ 2 x 1 = 2 x 2 = 2 x 3 =	22. M.C15$_1$ M.C*70, C*175$_2$ M.C71$_3$	22. The teacher will provide ten pieces of poster board (or chart paper) divided lengthwise into eleven long rows. The teacher will explain that there are some things in nature that should not be disturbed, but there are some treasures that won't hurt a living thing if we collect them. The teacher will have the children find a variety of small items in the Big Backyard that can be taken without causing damage: acorns, seeds, pebbles, dead twigs, blades of grass, etc. The teacher will divide the children into 10 groups. Each group will be given a set of multiplication facts to illustrate on a poster. Each group will write their facts (1x0) on the left-hand side of the poster board, followed by = . Then, after the equal, they are to illustrate the fact using natural objects in sets: 3 x 3 = ### ### ### 3 x 4 = +++ +++ +++ +++ The teacher will have each group show and explain its chart. All charts will then be displayed in the classroom or hall.  2 x 1 = 2 x 2 = 2 x 3 = 2 x 4 = 2 x 5 =	22. Charts Objects from nature Markers Glue	22. PA SSC O L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
23. Nature Squares	23. The children will apply strategic thinking skills in playing a game.	23. PE.C202, $C206_3$	23. PE.C192, $C203_1$ PE.C204, C205 $H.50_3$	23. The teacher will provide a gameboard 15" x 15" with five 3" x 3" horizontal squares, and five 3" x 3" vertical squares. This should be laminated for re-use. The child will select nine natural playing pieces (9 pinecones, 9 leaves, 9 acorns, etc.). These nine objects will be placed on the nine inside squares, leaving a large border of blank squares. The object of the game is to remove all but one of the playing pieces, leaving this last piece in the center of the board. Pieces can be removed by jumping over them onto adjacent unoccupied squares. The piece that was jumped is removed. The player may jump in any direction and can make as many jumps as are possible at one time. The object is to leave the last piece in the center with as few jumps as possible. This game is played individually, but two players might play in parallel fashion using two gameboards. Scores can be graphed so that players can compete with themselves.	23. Cardboard Ruler Playing pieces Graph forms Pencils or markers 	23. O
24. Collective Noun Tree	24. The children will make a collection of nouns that are collective.	24. $E.*255_3$	24. $E.*255_1$ $E.*255_2$ $E.261_3$	24. The teacher will read the book, A Cache of Jewels, and introduce the term "collective noun." After listening to the book, the children will brainstorm other nouns that specify a collection of things. Using the nouns in the book and those added, the children will each illustrate a collective noun on a fruit-shaped piece of paper. These will be displayed by the teacher on a colored paper tree mounted on the wall, or hung on a tree branch secured in a bucket of sand or earth.	24. Display space Book: A Cache of Jewels by R. Heller Markers String or tape Fruit-shaped paper	
25. The Very Hungry Caterpillar	25.A. The children will listen to The Very Hungry Caterpillar and retell it in their own words.	25.A. $R.3,4,114_1$ $R.114_2$ $R.C*63,114_3$	25.A. $R.63,74,114_1$ $R.114_2$ $R.114_3$	25.A. The teacher will read The Very Hungry Caterpillar by Ecole Carle and allow the children to retell the story.	25.A. Book, The Very Hungry Caterpillar by Eric Carle	25.A. O L



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	25.B. The children will fill in the missing stages of the development of the butterfly.	25.B. R.5$_1$ S.C13$_3$	25.B. R.63$_1$ R.C*63$_3$	25.B. The teacher will discuss and show pictures of the stages in the development of the butterfly. She will write the following list omitting two of the stages for the children to fill in. 1. Egg 2. __________ 3. Very big caterpillar 4. Chrysalis (explain that moths emerge from cocoons, butterflies emerge from chrysalis) 5. A beautiful __________	25.B. Pictures illustrating stages in life of butterfly Prepared list Marker	25.B. O L
26. Let's Eat	26.A. The children will list all the food that the hungry caterpillar ate.	26.A. R.1 E.250$_1$ R.40$_2$ H.C8 R.C*66$_3$	26.A. R.C66$_1$ R.C*66$_2$	26.A. The teacher will write the words on a chart as the children tell all the foods that the hungry caterpillar ate.  	26.A. Chart Marker	26.A. O L
	26.B. The children will make a graph of the food the hungry caterpillar ate.	26.B. R.2 M.16,29,31$_1$ H.C11$_3$	26.B. H.26$_1$ H.C37$_2$ M.244 S.C46$_3$	26.B. The teacher will provide pictures of food from the story and a chart labeled: "Foods That Are Nutritious" and "Foods That Are Not Nutritious." The children will place pictures in the appropriate place. (This activity can be done in a learning center.  "Foods That Are Nutritious" "Foods That Are Not Nutritious" CANDY	26.B. Pictures of: apple, pear, plum, strawberry, orange, chocolate cake, ice cream cake, pickle, swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon Glue Poster board Chart	
27. Weekly Words	27.A. The children will learn the days of the week and write the capital letter that begins each one.	27.A. R.C*63$_3$	27.A. R.C*63$_1$ R.C*63$_2$	27.A. The teacher will read the part of the of the story from The Very Hungry Caterpillar which includes the days of the week several times.	27.A. Book, The Very Hungry Caterpillar	27.A. PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		27.B. R.5,6$_1$ E.344$_2$ R.C*66$_3$	27.B. R.C*66$_1$ R.C*66$_2$	27.B. The teacher will read the sentence that goes with each day, leaving out the last part for the children to complete. Example: On Monday, he ate through (one apple). 	27.B. Book from previous activity	27.B. O L
		27.C. E.32,C34,48$_1$ E.35,36,37, 38$_2$ E.11,151$_3$	27.C. E.*151$_1$ E.C41,42,43, 45,46,47$_3$	27.C. The teacher will copy the days of the week on a chart omitting the first letter. A child will fill in the capital letter as the teacher reads the word.  _onday _uesday _ednesday _hursday _riday _aturday _unday M T	27.C. Chart Marker	27.C. O PA
28. Ink-Blot Butterflies	28. The children will make ink blot butterflies according to written directions.	28. R.115$_1$ R.115$_2$ R.C*61,115$_3$	28. R.*61,115$_1$ R.*61,115 A.C3,C26$_2$ R.115 A.C3$_3$	28. The teacher will print simple easy to follow directions for ink blot pictures on chart paper. This will be placed in a Center with material easily accessible. 	28. Prepared direction sheet Tempera paint (3 or 4 colors) Dropper Manila paper	28. PA
29. Words That Transform	29.A. The children will listen as the teacher describes the power of words.	29.A. E.250$_1$ E.228,289, *291$_3$	29.A. E.78$_1$ E.*291$_2$	29.A. As the class is studying metamorphosis, the teacher will talk about how words transform our writing and talking. There are "caterpillar" words and "butterfly" words. When we use worn out, ordinary "caterpillar" words, we sound less interesting than when we use magnificent, extraordinary "butterfly" words. These unusual, specific words transform our writing and make it interesting.  Butterfly Words Apparel Fluorescent Fiery Coral indigo Brilliant elder	29.A. Word lists	29.A. O
	29.B. The children will classify words as ordinary or extraordinary.	29.B. E.3,4 R.2,C44$_1$ R.C*42,C44$_2$ R.C*42,C44$_3$	29.B. R.C*35,C*42, C44$_1$ R.C*42,C44$_2$ R.C*42,C44$_3$	29.B. The teacher will provide in a learning center area magazines from which children can cut words. A caterpillar will be covered with ordinary, everyday words. A butterfly will be covered with unusual descriptive words.  Caterpillar Words blue hot old Cold dress Bright	29.B. Magazines Caterpillar form Butterfly form Scissors Glue	29.B. O PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
30. "It's a Miracle"	30. The children will learn to sing a song about nature and human relationships.	30. R.C44.115$_1$ R.C44.115$_2$ R.C44.115$_3$	30. R.C44.115$_1$ R.C44.115$_2$ R.C44.115$_3$	30. The teacher will introduce and play the song, "It's a Miracle," throughout the unit until the children have learned the words and can sing the song together. To help children understand that the words in music can be written down and read, just like spoken words, the teacher will write the song on a large chart to use with the singing sessions. The children can illustrate the song in the margins and draw rebus pictures above the words to make the song more attractive.	30. Tape, Peace by Peace by S. Rogers  chart paper markers	30. L
31. Critter Cages	31. The children will create critter cages.	31. E.3.15$_1$ AC.5$_3$	31. A.32$_2$	31. The teacher will ask the children to bring margarine or cottage cheese tubs from home along with an old nylon stocking or pair of panty hose. The teacher will have the children insert their tubs into the leg of a stocking and push it to the bottom to create an insect cage. If the nylon is cut at both ends, it will be tied at the bottom.	31. Margarine or cottage cheese tubs Nylon stockings or panty hose	31. PA
32. Insect Chart	32.A. The children will list characteristics of insects.	32.A. R.3,4 E.279$_1$ S.C5$_3$	32.A. R.85 S.C5$_1$ S.C14,C27$_2$ S.C21$_3$	32.A. The teacher will provide pictures and resource books that provide information about characteristics of insects. The teacher will write the parts on chart paper as the children dictate them.	 32.A. Pictures and resource books about insects Chart paper Markers	
	32.B. The children will select pictures of insects from magazines.	32.B. S.C5$_3$	32.B. S.C5,C20$_1$ S.C14$_2$	32.B. The teacher will provide magazines from which children can select and cut out pictures of insects. These will be pasted onto the large listing chart started above.		
33. Career Book	33.A. The children will identify career goals.	33.A. R.114,115$_1$ R.114,115$_2$ A.C1 R.114,115$_3$	33.A. R.114,115$_1$ R.114,115$_2$ R.114,115$_3$	33.A. The teacher will read the book, I'm Going To Be an Entomologist, to the children. After discussing various career choices, the teacher will have the children each draw a picture of what s/he is planning to be as an adult.	33.A. Book: I'm Going To Be An Entomologist Standard-sized paper Markers	33.A. PF

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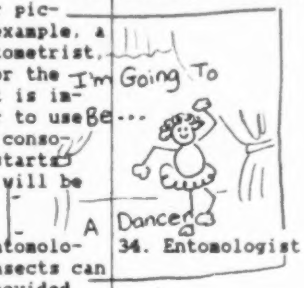
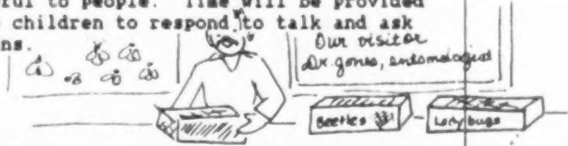
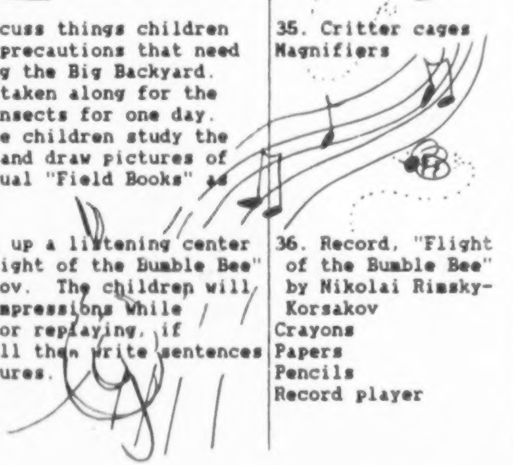
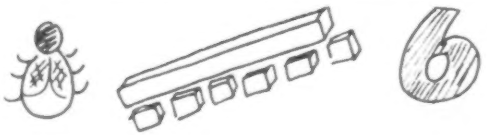
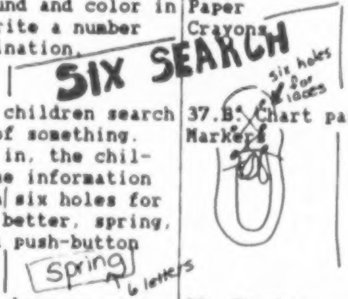
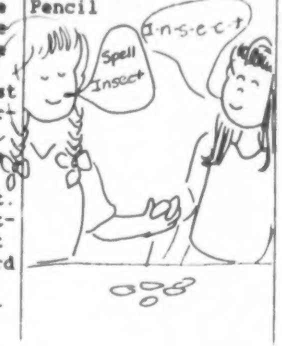
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	33.B. The children will demonstrate the correct use of "a" and "an" in a written sentence.	33.B. E.147$_2$	33.B. E.147$_1$ E.323$_3$	33.B. The teacher will provide a cover for the book with the words, "I'm Going To Be...." The children will write labels under their pictures, completing the sentence: for example, a doctor, an astronaut, a dancer, an optometrist, etc. The teacher will explain that for the sentence to be completed correctly, it is important that each child decide whether to use "a" (before a word that starts with a consonant) or an "an" (before a word that starts with a vowel). These career pictures will be bound to make a book.  I'm Going To Be... A Dancer	33.B. Cover boards Binding materials	33.B. IT
34. Entomologist	34. The children will listen to an entomologist tell how insects can be helpful to people and will respond with questions and comments.	34. R.3.4 E.340$_1$ H.C8 E.299,300$_2$ S.C5$_3$	34. S.C5,C20$_1$ S.C14,C27 OC.C34$_2$ S.C21 OC.17$_3$	34. The teacher will arrange for an entomologist to visit the class to tell how insects can be helpful to people. Time will be provided for the children to respond to talk and ask questions.  Our visitor Dr. gomes, entomologist Beetles Lady bugs	34. Entomologist	34. O L
35. Insect Hunt	35. The children will visit The Big Backyard to look for insects.	35. E.344 A.C1$_3$	35. R.C44,C70 E.344,446$_1$ S.C14,C15, C27 A.C3$_2$ S.C46$_3$	35. The teacher will discuss things children should look for and any precautions that need to be taken when visiting the Big Backyard. Critter Cages should be taken along for the children to bring back insects for one day. The teacher will have the children study the insects with magnifiers and draw pictures of them to put into individual "Field Books" as described in Activity 4. 	35. Critter cages Magnifiers	35. PA PP
36. "Flight of the Bumble Bee"	36. The children will listen to the "Flight of the Bumble Bee" and express their feelings about the music through writing and pictures.	36. R.4,115$_1$ R.19,115 E.35,36,37, 38,39,*149, 337$_2$	36. E.149,150, 184,344, 346,352$_1$ R.C*82,115 E.62,*154, *291,394 A.C3$_2$	36. The teacher will set up a listening center with a record of the "Flight of the Bumble Bee" by Nikolai Rimsky-Korsakov. The children will draw pictures of their impressions while listening. Allow time for replaying, if needed. The children will then write sentences as labels for their pictures.	36. Record, "Flight of the Bumble Bee" by Nikolai Rimsky-Korsakov Crayons Papers Pencils Record player	36. PA PP

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		A.C1 R.C*81,115 E.*184$_3$	R.115 E.C41,42,43,44,45,46,47,*296,*319,*320,*321,*322$_3$			
37. Insect Sixes	37.A. The children will use rods to make sets of six units, and will represent combinations with number sentences.	37.A. M.C7,C8,C15,31,C35$_1$ M.173 E.4$_2$ M.176,177$_3$	37.A. M.C7,C8,C15,172,173$_1$	37.A. The teacher will have the children look closely at an insect to determine that it has six legs. Using cuisenaire rods, the children will find as many combinations as they can for making six. They will draw around and color in the rod shapes, and then will write a number sentence to represent each combination.	37.A. Insect Hand magnifying lens Cuisenaire rods Pencil Paper Crayons	37.A. PA O
	37.B. The children will collect sets of things with sixes.	37.B. M.C15,C35	37.B. M.C15	37.B. The teacher will have the children search for other things that have six of something. As different things are brought in, the children will share them, and add the information to a listing chart: a shoe with six holes for laces; letters in words such as better, spring, rabbit; numbers in two rows on a push-button telephone; etc.  SIX SEARCH six holes for laces spring 6 letters	37.B. Chart paper Markers	37.B. PA
38. Don't "Bee" Stung	38. The children will practice spelling words from a word list.		38. E.*67,82$_1$ E.58,59,82$_2$ E.58,59,*63,82$_3$	38. The teacher will use old checkers or game chips in two colors. On all chips but two, the teacher will put a spelling word. On one chip of each color the teacher will put the picture of a bee. Two children at a time may play the game. Each player will draw from chips of one color. The first player draws a red chip and reads the word out loud. The other player must spell the word. If s/he gets the spelling correct, s/he may then draw a blue chip and read the word for the partner player to spell. The first player to draw a "bee" "Gets Stung" and loses the game. The other player gets a point. If, during play, a word is not spelled correctly, the player who drew the word must spell it aloud. His/her partner will then copy the word correctly on a form provided for "Words to Study," and then spell the word out loud without looking at it, before drawing a new word.	38. Checkers Sticky dots Study forms Pencil 	38. O

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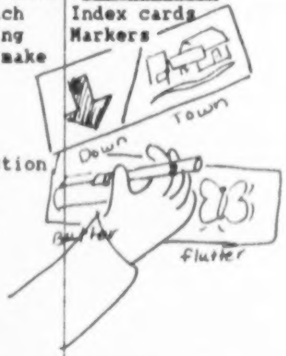
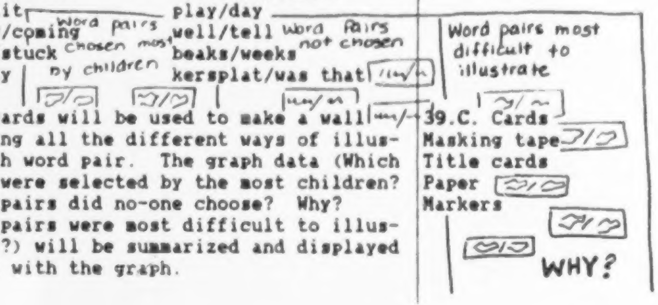
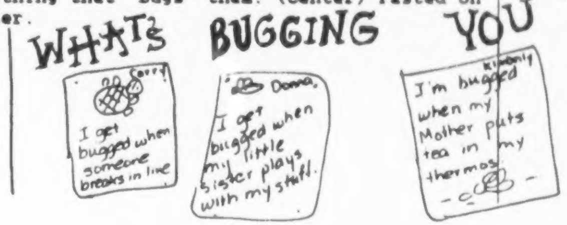
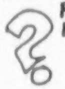
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
39. The Giant Jam Sandwich	39.A. The children will listen to a story read by the teacher and will explain the meanings of images used.	39.A. R.4.13.114$_1$ R.114$_2$ R.C*41.C*60.114$_3$	39.A. R.C*37.C*41.C*60.114$_1$ R.C*37.C*41.C*60.114$_2$ R.C*37.114$_3$	39.A. The teacher will read the book, The Giant Jam Sandwich to the children. The book tells the story of a town invaded by wasps. The story is written in rhyme. After reading the story, the teacher will have the children use context and picture clues to explain the meaning of images in the book, such as ". . . fat bald pate . . . ."	39.A. Book, The Giant Jam Sandwich by J.V. Lord.	39.A. L
	39.B. The children will identify rhyming words used in the story.	39.B. E.49 R.13,17$_1$ E.35,36,38 R.15$_2$ E.57 R.46$_3$	39.B. E.37,38,57 R.46$_1$ E.57 R.46$_2$ E.42,43,45,46,47$_3$	39.B. The teacher will put the book, The Giant Jam Sandwich in a learning center and will have the children make their own word cards, each showing an illustration of a pair of rhyming words used in the story. Each child will make at least five to ten of these cards. These word pairs include: down/town away/hay hall/all feet/eat dough/below hard/yard fuss/bus slam/jam out/shout then/men agreed/seed butter/flutter bait/wait humming/coming struck/stuck away/say pate/ate grew/do question/suggestion minute/in it squealed/field rise/size hill/mill cook/shook clever/ever through/two bread/spread field/wheeled play/day well/tell beaks/weeks kersplat/was that	39.B. Book, The Giant Jam Sandwich Index cards Markers	39.B. PA
	39.C. The children will make a graph of visual word pairs and will summarize data about the graph.	39.C. M.C31,239$_1$ M.C244$_3$	M.C244.C*250$_1$ M.C244.C*250$_2$ M.C*250$_3$	39.C. The cards will be used to make a wall graph showing all the different ways of illustrating each word pair. The graph data (Which word pairs were selected by the most children? Which word pairs did no-one choose? Why? Which word pairs were most difficult to illustrate? Why?) will be summarized and displayed on the wall with the graph.	39.C. Cards Masking tape Title cards Paper Markers	




Word pairs chosen most by children
Word pairs not chosen
Word pairs most difficult to illustrate
WHY?

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
40. Nice Spiders	**40.** The children will write and draw about the importance of insects, spiders and animals to man.	**40.** S.$C5_3$	**40.** S.$C20_1$ S.C5,C14, $C20_2$ S.C14,$C20_3$	**40.** The teacher will read the book Be Nice to Spiders by M. Graham to the children. Afterwards the teacher will ask whether spiders have all the characteristics of insects. Using a picture or real creatures, the teacher will help the children notice that spiders have eight legs (two more than adult insects) and that the spider only has two body parts instead of three, because the head and thorax are merged into one part. Another difference is that the spider has no antennae like insects have. Next, talk with the children about the good spiders do in eating destructive insects (beetles, caterpillars, mosquitoes, flies). Mention that most spiders are harmless to people, but a few are poisonous if they bite. Show pictures of the Black Widow and the Brown Recluse so that children can learn to identify them. The teacher may want to talk about the fact that in many countries it is considered bad to kill a spider, because it is useful to man. Suggest that the children may want to read some of the Anansi tales or listen to the song "Anansi." (Song: "Spin, spider, spin.)	**40.** Book, Be Nice to Spiders by M. Graham Be Nice To Spiders! ☺	**40.** O L
41. What's Bugging You?	**41.A.** The children will draw insects and write their "pet peeves" on them.	**41.A.** R.4,115_1 E.35,36,37, 38,39,*149 R.19,115_2 A.C1 R.115 E.*184,344, $C346_3$	**41.A.** R.115 E.344,346, 352_1 E.62 A.C3 R.115_2 R.115 E.C41,42,43, 44,45,46, 47_3	**41.A.** The teacher will provide a large poster entitled "What's Bugging You?" A variety of art paper will be provided. The children will create a large bug and write a sentence about something that "bugs" them. (Center) Pasted on poster.  WHAT'S BUGGING YOU Jerry I get bugged when someone breaks in line Donna I get bugged when my little sister plays with my stuff. Kimberly I'm bugged when my Mother puts tea in my thermos.	**41.A.** Prepared poster Paper Pencils 	**41.A.** PA

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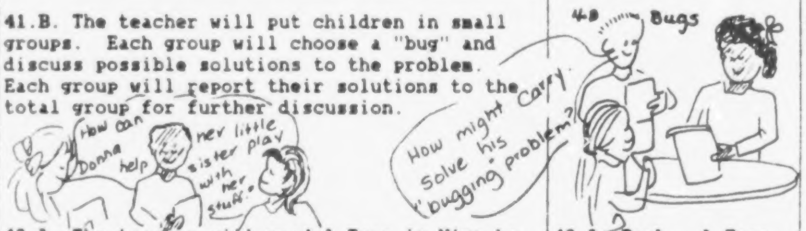
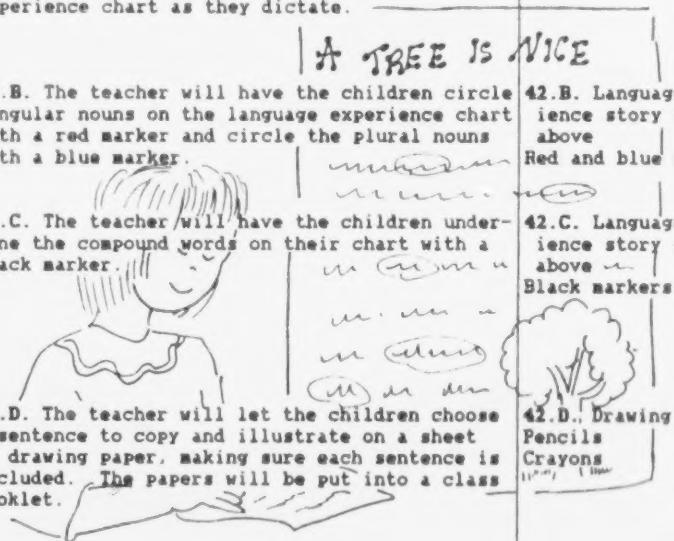
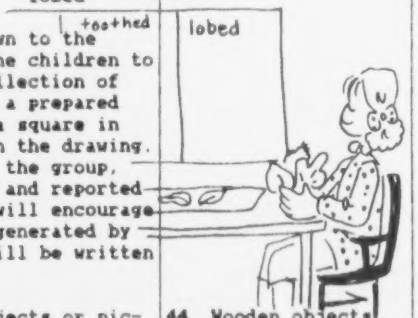
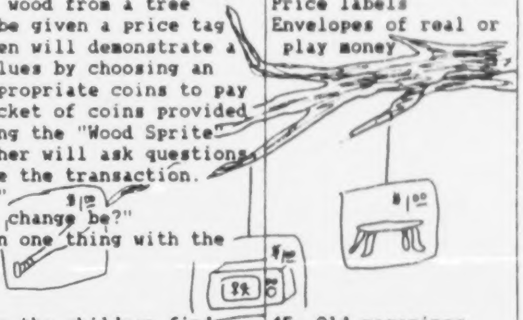
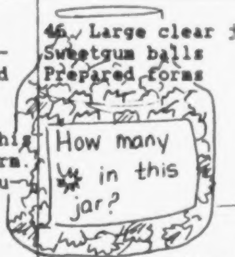
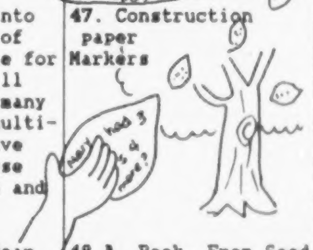
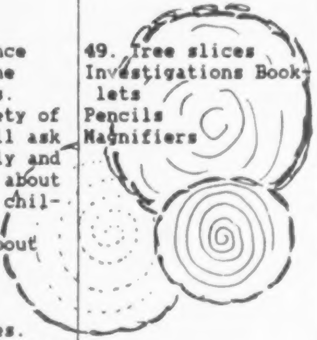
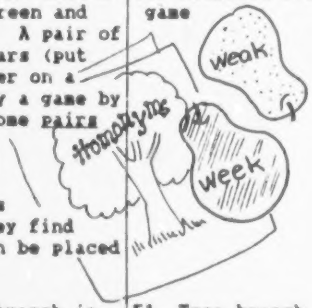
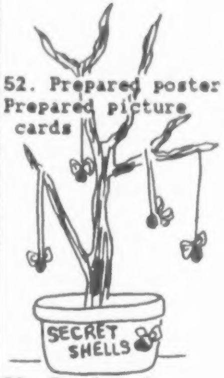
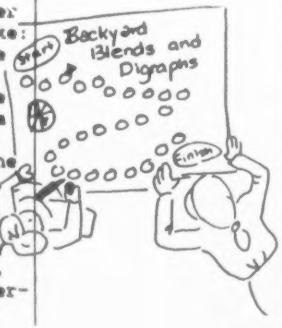
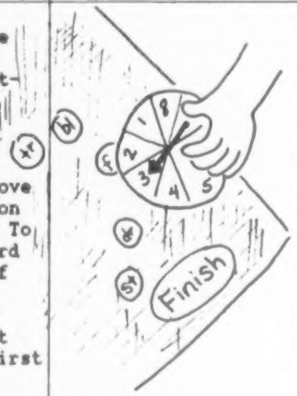
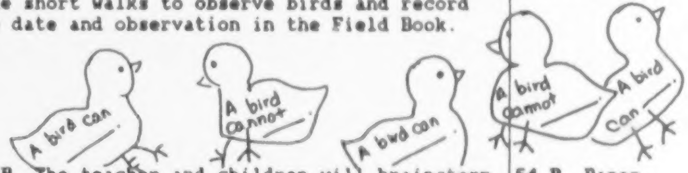
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	41.B. The children will work in groups to find solutions to the various classroom problems.	41.B. R.3,4$_1$ E.279 R.C70$_3$	41.B. E.279,340 R.70,85 H.22,C23$_1$ H.34 OC.1.C20$_2$	41.B. The teacher will put children in small groups. Each group will choose a "bug" and discuss possible solutions to the problem. Each group will report their solutions to the total group for further discussion.  4-B Bugs How can Donna help her little sister play with her stuff? How might Carry solve his "bugging" problem?		41.B. O L
42. Trees	42.A. The children will write an experience chart telling important things about trees, after they have listened to A Tree is Nice.	42.A. R.3,4,9,C44,114$_1$ R.C44,114$_2$ R.C44,114 E.316$_3$	42.A. R.114$_1$ R.C44,114$_2$ R.C44,114$_3$	42.A. The teacher will read A Tree is Nice by Janice May Udry. As it is re-read, the children will listen for their favorite things about a tree. The teacher will then write the children's ideas in story form on a language experience chart as they dictate.  	42.A. Book: A Tree is Nice by Janice May Udry Chart Marker	42.A. PA
	42.B. The children will identify singular and plural nouns.	42.B. E.*69,*255$_3$	42.B. E.*69,255$_1$ E.*69,*255$_2$	42.B. The teacher will have the children circle singular nouns on the language experience chart with a red marker and circle the plural nouns with a blue marker.	42.B. Language experience story from above Red and blue markers	42.B. PA
	42.C. The children will identify compound words on a chart.	42.C. E.342$_3$	42.C. E.342 R.C*55$_1$ E.342 R.C*55$_2$ R.C*55$_3$	42.C. The teacher will have the children underline the compound words on their chart with a black marker.	42.C. Language experience story from above Black markers	42.C. IT
	42.D. The children will copy and illustrate a sentence from the experience chart story.	42.D. E.30$_1$ E.9,35,36,37,38,39$_2$ A.C1$_3$	42.D. E.37,38,39$_1$ A.C3$_2$ E.40,43,44,45,46,47$_3$	42.D. The teacher will let the children choose a sentence to copy and illustrate on a sheet of drawing paper, making sure each sentence is included. The papers will be put into a class booklet.	42.D. Drawing paper Pencils Crayons	42.D. PA

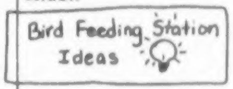
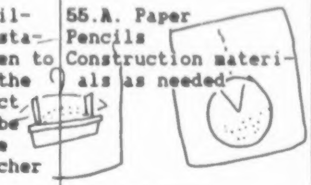
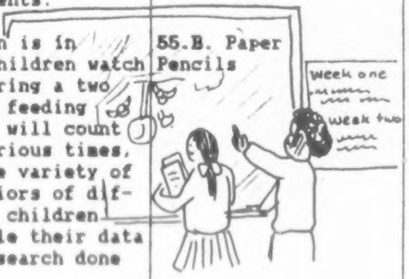
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
43. Leaf Graph	43. The children will sort leaves according to type of edge.	43. S.C32 M.239$_1$	43. M.C244, C*250$_1$ S.C27 M.C244, C*250$_2$ S.C27,C46 M.C244, C*250$_3$	43. The teacher will illustrate the following patterns of leaf edges: smooth toothed lobed Examples of each type will be shown to the children. The teacher will ask the children to work in small groups to sort a collection of leaves. Each group will be given a prepared graph form and asked to color in a square in the appropriate column as shown in the drawing. Information will be summarized by the group, written in the appropriate blank, and reported to the whole group. The teacher will encourage the children to compare the data generated by different groups, and a summary will be written on the board or on chart paper.  	43. Leaves Graphs on poster board or chart paper Markers	43. O IT ESC
44. Money Tree	44. The children will apply money concepts by negotiating simple transactions.	44. M.C134,137$_1$ M.136,C140$_2$ M.*145,*146$_3$	44. M.137,C140$_1$ M.C*145, C*146$_2$	44. The teacher will hang real objects or pictures of objects made of wood from a tree branch. Each item will be given a price tag under $1.00. The children will demonstrate a knowledge of monetary values by choosing an object, selecting the appropriate coins to pay for the object from a packet of coins provided by the teacher, and paying the "Wood Sprite" (the teacher). The teacher will ask questions to help the child analyze the transaction. "Will you get change?" "How much should your change be?" "Can you buy more than one thing with the money you have?" ETC.  	44. Wooden objects Price labels Envelopes of real or play money	44. L O
45. Products Tree	45. The children will select pictures that represent use of trees.		45. S.C10$_2$ S.C10$_3$	45. The teacher will have the children find pictures of objects that come from trees, cut them out, and paste them on a large cardboard "tree."	45. Old magazines Poster board tree Paste	45. O IT

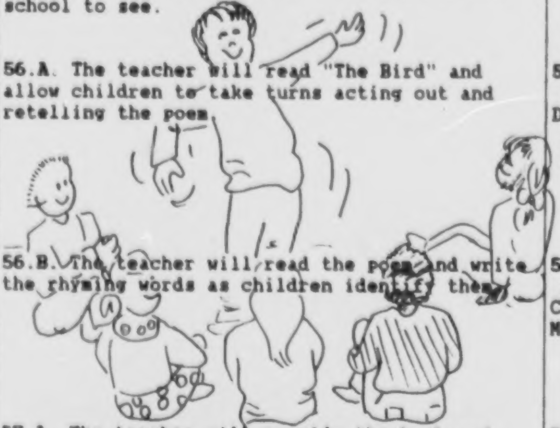
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
46. Sweetgum Balls	46. The children will estimate quantity and confirm their estimates through counting.	46. M.C7,C18,31, C35$_1$	46. M.C7,C18$_1$	46. The teacher will fill a large jar with Sweetgum Tree balls. The children will estimate how many balls are in the jar and record their information on a paper form as shown. They will then count the number of balls by sorting them into piles of tens and ones. This information, too, will be recorded on the form. The discrepancies in various children's calculations will be discussed after all children have had a chance to complete the task.	46. Large clear jar Sweetgum balls Prepared forms  How many in this jar?	46. O IT
47. Number Fact Trees	47. The children will develop number sentences for a specific number.	47. M.173$_2$	47. M.173$_1$	47. The teacher will divide the children into small groups (3-4 per group). Each group of children will be given a number appropriate for their comprehension level. The teacher will tell the groups that they are to write as many number sentences (addition, subtraction, multiplication or division) as they can that have the specified number as the solution. These number sentences will be written on leaves and glued on a tree drawn by the group.	47. Construction paper Markers  	47. SSC
48. From Seed to Pear	48.A. The children will recall and list a sequence of events.	48.A. R.62$_1$ R.C*63$_3$	48.A. R.C*63 H.21,22$_1$ R.C*63 H.21,22$_2$ H.21,22$_3$	48.A. The teacher will read From Seed to Pear to the children. S/he will then group the children into groups of five or six children. One person will be the Runner who hands out paper and pencil. One person will be the Scribe who writes what the group says. One person will be the group Leader who makes sure everyone gets a turn talking. One person will be the Happy Talker who says nice things to those in the group. The fifth person will be the Observer who watches and tells whether everyone is doing their job. And the sixth person will be the Reporter who gives the group's report to the class. The teacher will ask each group to make a list of the things that happened in the story in the sequence in which they happened.	48.A. Book, From Seed to Pear Paper Pencils Happy Talker Runner	48.A. O SSC
	48.B. The children in each group will report on the group's work.	48.B. OC.37$_3$	48.B. OC.1,18,C20$_2$ OC.1,18,C20$_3$	48.B. The Reporter for each group will explain the list, and the Observer will tell what the group did well and what it could have done better.	48.B. Lists	

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	48.C. The children will listen and evaluate the sequence of events in their group's list.	48.C. R.62$_1$ R.C*63$_3$	48.C. R.C*63$_1$ R.C*63$_2$	48.C. The teacher will re-read the story as a new sequential list of events is made. Each group will check its list with the new list.	48.C. Chart paper Markers	
49. Wooden Discs	49. The children will study and describe characteristics of tree slices.	49. S.C32$_1$	49. S.C27$_2$ S.C27,C46$_3$	49. The teacher will provide in the science center a collection of slices cut from the cross-section of tree trunks and branches. These "wooden discs" should be of a variety of sizes and types of wood. The teacher will ask the children to study the slices carefully and write in their "Investigations Booklets" about what they see. The teacher will ask the children to notice: Things that are alike and different about the slices; The sizes of the tree rings; The shapes of the slices; Anything unusual they see in the slices. Time will be provided for the children to share and compare their written observations.	49. Tree slices Investigations Booklets Pencils Magnifiers 	49. L O
50. Pear Pairs	50. The children will match homonyms.	50. R.34$_3$	50. R.34$_1$ R.34$_2$	50. The teacher will make a folder game with a colored tree on the folder cover. Green and yellow pears will be cut from paper. A pair of homonyms should be written on the pears (put one word on a green pear and the other on a yellow pear). The children will play a game by matching the pear pairs. Here are some pairs of words to start with: week/weak maid/made see/sea no/know not/knot nose/knows Have the children add homonyms as they find them in their reading. (This game can be placed in the "Games" learning center.)	50. Prepared folder game 	50. O L
51. Mystery Nuts	51. The children will read secret messages.	51. R.C*42,C44$_1$ R.C*42,C44$_2$	51. R.C*42,44$_1$ R.C*42,44$_2$	51. The teacher will "plant" a tree branch in a clay pot filled with soil. A secret message will be written on a small folded paper and put inside a walnut shell. The shell's halves will be glued together, and a ribbon tied around each. These will be hung from the tree and	51. Tree branch Soil Clay pot Prepared messages Walnut shells Glue/Ribbon	51. O L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		R.C*42,C43, $C44_3$	R.C*42,$C44_3$	used as rewards. Secret messages might be: 1. Take 5 minutes free time. 2. Go to the game center for extra time.		
52. Tree Hotel	52. The children will match pictures to their beginning blends.	52. $E.48_1$ E.50,52_2 E.55,57 $R.48_3$	52. R.48 $E.55_1$ $E.55_2$	52. The teacher will draw a large tree on a poster board turned on its long side with the ends folded back to back to make it free-standing. Four or five "homes" such as holes in trunks or nests on limbs should be drawn on the tree. Label each home with a blend. Cut holes in the homes big enough for small picture cards to go through. Attach a small container on the back of the tree right below each "home" to catch the cards as children slide them through. The teacher will provide small picture cards illustrating the blend being studied. (This can be used in a learning center.)	52. Prepared poster Prepared picture cards  	52. O L
53. Backyard Blends	53. The children will identify blends and digraphs in order to play a game.	53. E.1,3,4,23, $24,25_1$ $E.50_2$ R.48,52_3	53. E.55,56 R.48,52_1 E.55,56 R.48,52_2 E.55,56_3	53. The teacher will make a gameboard with assistance from the children according to the following directions: The words "Backyard Blends and Digraphs" will be printed at the top of a piece of poster board, held with the long side in a horizontal position. Peel-off sticky dots will be used to make a winding track across the board. The word "Start" will be printed across the first (left-hand) dot; the word "Finish" will be printed across the last dot. The teacher will print blends and digraphs on most of the other dots, saving a few for special directions like: "move ahead two spaces," "lose a turn," "take another turn," etc. The children will be assigned the task of creating visuals for the gameboard. The teacher will first brainstorm some of the things one might see in the Big Backyard if a winding walk were taken from one side to another: trees, birds, a flower bed, an azalea bush, a small pond, a turtle, etc. Each child will then draw one of these on a square of paper cut to an appropriate size by the teacher. The child will cut out, locate, and glue the drawing on the gameboard. (Generally, these obstacles should be located near	53. Gameboard Paper Pencils Scissors Glue Die or spinner Game pieces  	53. O

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				the blank dots so that the directions can be matched with the visual. For example: "A rabbit jumped out of a brush pile and frightened you; go back 1 space." To Play: A die or spinner will be used to guide progress and to show who goes first. Each player will roll the die or spin and move the number of spaces indicated. (If addition is being practiced, two dice can be used.) To remain on a space, the player must say a word that begins with the blend. For example, if the player lands on "tr-", s/he might say "train." Words cannot be repeated during a game. A player who repeats a word or cannot name a blend must return to "Start." The first player to finish is the winner.		
54. Bird Watching	54.A. The children will observe birds in their natural setting and record information.	54.A. R.3,4,114_1 R.40,114_2 E.*195,344, C346 R.114_3	54.A. E.344,C346, 352 R.85,114_1 R.85,114_2 E.63,*195, 344,C346, 352 S.C272 R.114_3	54.A. The teacher will explain the importance of trees as homes for birds and other animals. The teacher will provide information pictures and resource books about the more common birds of the area. The teacher and children will take short walks to observe birds and record the date and observation in the Field Book.  A bird can A bird cannot A bird can A bird cannot A bird can	54.A. Resource books and pictures about birds Observation notebook Pencils	54.A. PA
	54.B. The children will supply missing words and phrases in a sentence to describe things birds can do and cannot do.	54.B. E.333 R.5,6_1 E.344_2 R.C70 A.$C1_3$	54.B. R.C*70_1 R.C*70 A.$C3_2$	54.B. The teacher and children will brainstorm to discover things birds can do and cannot do. The children will write and illustrate the following sentence frame: A bird can ________, but a bird cannot ________. The children will fill in the missing words or phrases and put their sentences and illustrations on paper cut to fit into a bird shape.	54.B. Paper Pencils Markers	54.B. IT

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	54.C. The children will choose a title for a class booklet about things birds can and cannot do.	54.C. R.3,4$_1$ R.C*64$_3$	54.C. R.C*64 H.24$_1$ R.C*64 H.24,35$_2$ H.24,35$_3$	54.C. The teacher will gather children's papers together and add a front and back cover illustrated by a child and make a class book about birds. The children will suggest titles for the book and the teacher will write them down for discussion. The children will be allowed to choose the title they like best for the booklet.	54.C. Stapler Chalkboard Chalk 	54.C. O L PA
55. Bird Watchers	55.A. The children will design and and help construct a bird feeding station.		55.A. S.C20 A.C22$_1$ S.C20,C27 A.6,C22$_2$ A.C5,6,C22$_3$	55.A. The teacher will suggest that the children design and construct a "bird feeding station." The teacher will invite the children to submit various designs of what they think the station should look like in order to attract the most birds. The favorite design will be voted on and selected by the children to be constructed with the assistance of the teacher and volunteer parents or shop students.	55.A. Paper Pencils Construction materials as needed 	55.A. O
	55.B. The children will count birds and compile data in chart form.		55.B. S.C46$_3$	55.B. Once the bird feeding station is in place, the teacher will have the children watch it carefully at specified times during a two to three week period to notice the feeding habits of the birds. The children will count the numbers of birds present at various times, the types of birds attracted by the variety of different foods put out, the behaviors of different species of birds, etc. The children will work in small groups to compile their data and to present a summary of the research done by group members on a large poster.	55.B. Paper Pencils 	55.B. ESC

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	55.C. The children will present their findings to the class.		55.C. OC.1,18,C20, $C34_2$ OC.1,17,18, $C20_3$	55.C. The teacher will provide a time for the children to share their findings and to answer questions related to their work. They will then display their posters for others in the school to see.	55.C. Posters	55.C. ECS O
56. Bird Actions	56.A. The children will act out and retell Emily Dickinson's poem, "The Bird."	56.A. R.3,4,8,114_1 R.40,114_1 R.C*81,114 E.316_3	56.A. R.C*74,114_1 R.C*74,C*82, 114_2 R.C*74,C*81, 114_3	56.A. The teacher will read "The Bird" and allow children to take turns acting out and retelling the poem. 	56.A. Poem: "The Bird" by Emily Dickenson (Sing a Song of Popcorn by B. de Regnier)	56.A. O L
	56.B. The children will identify the rhyming words in the poem.	56.B. R.13 E.49_1 E.53_2 E.57_3	56.B. E.53,57_1 E.57_2	56.B. The teacher will read the poem and write the rhyming words as children identify them.	56.B. Poem from previous activity Chart Marker	56.B. O L
57. The Carrot Seed	57.A. The children will listen to the record of The Carrot Seed and match the contractions and the words they stand for.	57.A. R.114_1 R.114_2 E.75,343 R.114_3	57.A. E.75,343 R.114_1 R.114 E.75,343_2 R.114_3	57.A. The teacher will provide the book and and record, The Carrot Seed by R. Krauss, and set up a listening center. The children will listen to the record as they read the book and write all the contractions they can find in the story and the two words they stand for. (This is a learning center activity.)	57.A. Record and book: The Carrot Seed by R. Krauss Paper Pencils Record player Head phones	57.A. PA P

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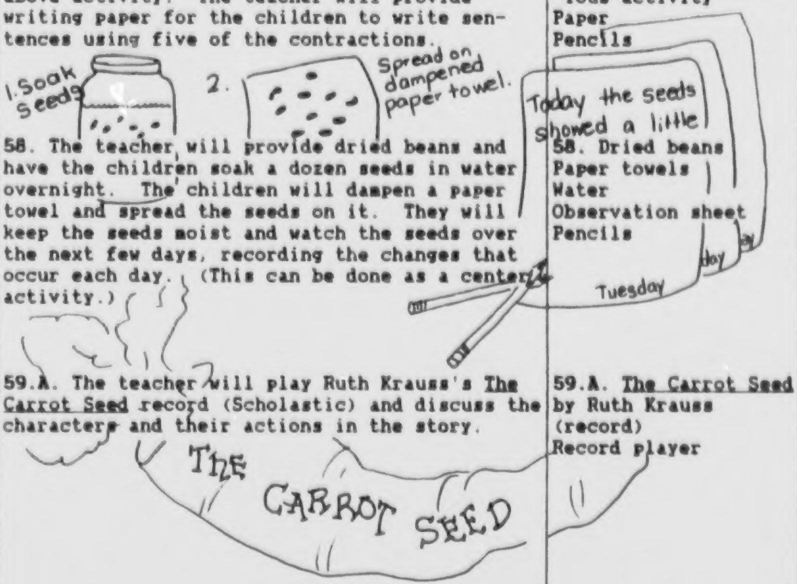
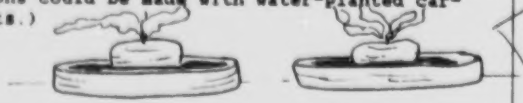
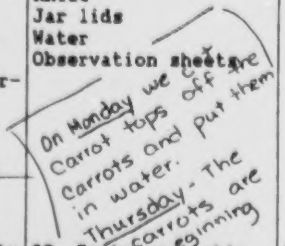
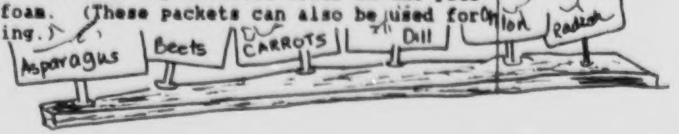
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	57.B. The children will choose five contractions and use them in sentences.	57.B. E.75,332, 343_3	57.B. E.75,332, 343,352_1 E.75,332, 343_2	57.B. The teacher and children will discuss and add to the list of contractions from the above activity. The teacher will provide writing paper for the children to write sentences using five of the contractions.	57.B. List of contractions from previous activity Paper Pencils	57.B. PA P
58. Little Sprouts	58. The children will keep an observation sheet recording changes in seeds as they sprout.	58. E.*195,344, C346 S.$C8_3$	58. E.344,C346, 352_1 E.75,332, 343_2 S.C18,$C46_3$	58. The teacher will provide dried beans and have the children soak a dozen seeds in water overnight. The children will dampen a paper towel and spread the seeds on it. They will keep the seeds moist and watch the seeds over the next few days, recording the changes that occur each day. (This can be done as a center activity.)	58. Dried beans Paper towels Water Observation sheet Pencils	58. O L PA
59. The Carrot Seed	59.A. The children will listen to the record The Carrot Seed and discuss the character traits, motives and feelings of the little boy, the mother, the father, and the big brother.	59.A. R.3,4_1 R.C*81_3	59.A. R.C*81_1 R.C*81,C*82_2 R.C*82_3	59.A. The teacher will play Ruth Krauss's The Carrot Seed record (Scholastic) and discuss the characters and their actions in the story.	59.A. The Carrot Seed by Ruth Krauss (record) Record player	59.A. L


1. Soak Seeds
2.
Spread on dampened paper towel.
Today the seeds showed a little
day
day
Tuesday
THE CARROT SEED

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	59.B. The children will act out the story of The Carrot Seed.	59.B. R.3,4 E.340$_1$ E.279,332$_3$	59.B. R.C*74 E.279,332$_1$ R.C*74,C*82 E.279,332$_2$ R.C*74,C*82$_3$	59.B. The teacher will provide an opportunity for the children to act out this play using their own words. (If possible, a shy child could be the carrot planter.) After the play, the teacher will serve carrot curls as snacks.	59.B. Carrot curls	59.B. O
	59.C. The children will plant carrot tops and keep a daily log on their growth.	59.C. R.3.4$_1$ E.*184,344, C346 S.C8$_3$	59.C. E.*184,344, C346,352 S.C8$_1$ S.C9,C11 E.62,344, C346,352$_2$ E.62,352 S.C18,C46$_3$	59.C. The teacher will cut off the carrot tops and have the children place them in jar lids filled with water. The teacher will provide observation sheets for children to record the growth with pictures and sentences. (Carrot seeds could also be planted in soil and comparisons could be made with water-planted carrots.) 	59.C. Carrots Knife Jar lids Water Observation sheets  On Monday we cut the Carrot tops off Carrots and put them in water. Thursday - The carrots are beginning	21.C. PA
60. ABC Garden	60. The children will alphabetize words on seed packets.	60. R.2 M.29$_1$ R.86$_2$ R.C*87$_3$	60. E.C64,253$_1$ E.C64 R.86,C*87, 88$_2$ R.88,C*89 E.C64$_3$	60. The teacher and children will collect empty flower and vegetable seed packets. The teacher will show children how to slip the seed packets over popsicle sticks and insert in plastic foam. Children will prepare the sticks and "plant" them in alphabetical order in the plastic foam. (These packets can also be used for sorting.) 	60. Empty vegetable and fruit seed packets Strip of plastic foam Popsicle sticks	60. PA O

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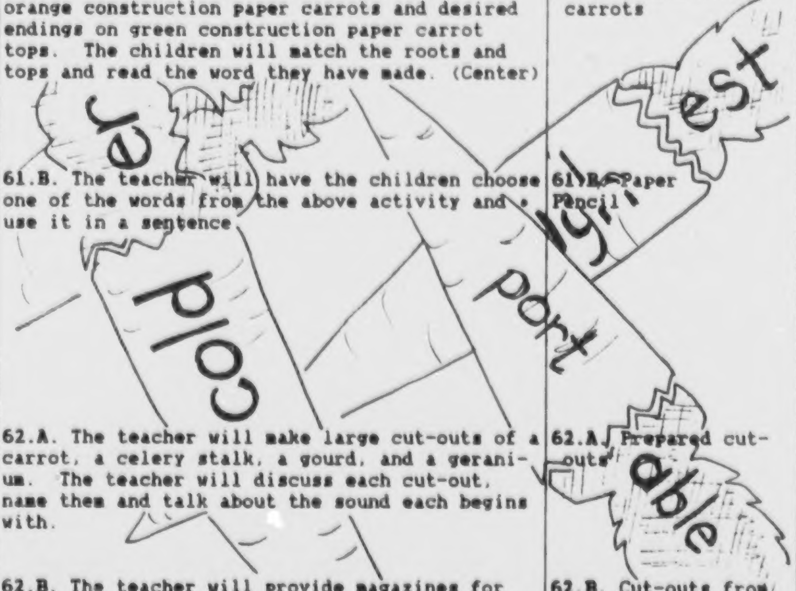
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
61. Root Words	61.A. The children will match suffixes to root words.	61.A.	61.A. E.60,71 R.C*56$_1$	61.A. The teacher will write root words on orange construction paper carrots and desired endings on green construction paper carrot tops. The children will match the roots and tops and read the word they have made. (Center)	61.A. Prepared paper carrots	61.A. O L
			E.60,71$_2$			
		R.C*56 E.60$_3$	E.71$_3$			
	61.B. The children will use words with suffixes in writing sentences.	61.B.	61.B. E.60,C68,71, *184,*185, 345$_1$	61.B. The teacher will have the children choose one of the words from the above activity and use it in a sentence.	61.B. Paper Pencil	61.B. PA PF
			E.60,C68,71, *184,*185, 345$_2$			
		E.60,*184, *185,344$_3$	E.C68,71$_3$			
62. Celery, Carrot, Gourd, and Geranium	62.A. The children will sort pictures according to hard and soft sounds of "c" and "g".	62.A. R.18$_1$	62.A. E.65$_1$	62.A. The teacher will make large cut-outs of a carrot, a celery stalk, a gourd, and a geranium. The teacher will discuss each cut-out, name them and talk about the sound each begins with.	62.A. Prepared cut-outs	62.A. L
			E.65$_2$			
			E.65$_3$			
		62.B. E.3,4 R.18$_1$	62.B. E.65$_1$	62.B. The teacher will provide magazines for the children to find pictures representing the sounds for hard and soft "c" and "g". These will be pasted on small blank cards. These	62.B. Cut-outs from above Magazines Paste	62.B. PA O
			E.65$_2$			



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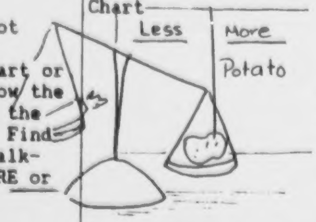
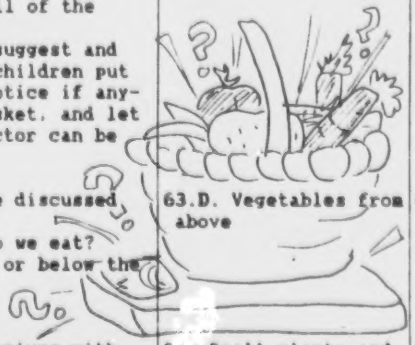
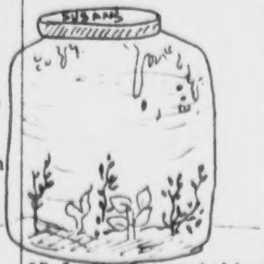
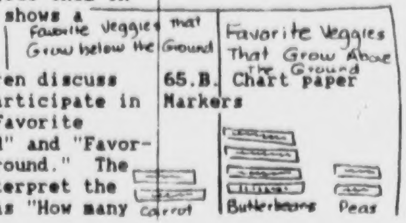
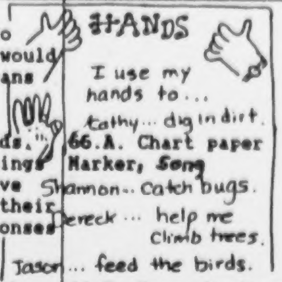
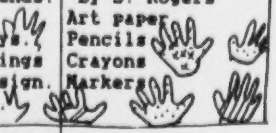
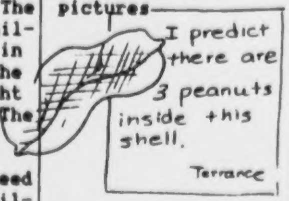
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			E.65_3	cards and cut-outs will then be used in a center to match hard and soft sounds of "c" and "g".	Small blank cards Scissors	
63. Vegetable Basket	63.A. The children will weigh and compare vegetables using a balance scale.	63.A. M.29_1 S.$C64_2$	63.A. S.$C27_2$ S.C56 M.C*154_3	63.A. The teacher will provide a variety of vegetables in a basket. S/he will ask the children questions such as: "Which do you think weighs more?" "Which vegetable weighs less--the carrot or the potato?" Prediction data will be recorded on a chart or on the chalkboard. The teacher will allow the children to use a balance scale to weigh the vegetables and check their predictions. Findings will be recorded on the chart or chalkboard, according to things that weigh MORE or LESS. 	63.A. Vegetables Basket Balance scale Chart	63.A. ESC
	63.B. The children will use a spring or platform scale to derive exact weights.	63.B. E.35.36.38_2	63.B. E.37,38_1 E.43.45.46.47 M.C*154_3	63.B. The teacher will provide a spring or platform scale that weighs pounds and/or kilograms. The children will weigh each vegetable and record their findings on a prepared report sheet or poster, or the teacher will ask them to draw a picture with a word label to identify the vegetable and the weight.	63.B. Spring OR platform scale Vegetables from above Marker Report forms	63.B. ECS

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	63.C. The children will determine ways to solve problems related to the activity.	63.C. $M.176,177_3$	63.C. $M.176,177_1$ $M.176,177_2$ $M.C^*154_3$	63.C. This activity can be extended to include problem-solving. For example: "How can we find out how much all of the vegetables weigh together?" The teacher can let the children suggest and test possible solutions. If the children put the vegetables into the basket, notice if anyone mentions the weight of the basket, and let the children work out how this factor can be eliminated.	63.C. Same as above	63.C. O
	63.D. The children will participate in a discussion of vegetable-related concepts.	63.D. $E.299,300_2$	63.D. $E.299,300_1$	63.D. Many science concepts can be discussed during this activity, such as: "Which parts of the vegetable do we eat? "Does this vegetable grow above or below the ground." "Which vegetables have pods?"	63.D. Vegetables from above	63.D. O L
64. Terrariums	64. The children will make and care for terrariums.	64. $S.C65_1$ $R.19_2$ $S.C8_3$	64. S.8,65 Observing growth and needs of $plants_1$ $S.C8,C11_2$ $S.C11_3$	64. The teacher will discuss terrariums with the children. Generally, terrariums are covered containers in which plants grow. The teacher will discuss things that plants need for growth--water, soil or other medium in which to grow, air, suitable temperature, and so on. The teacher will ask children to brainstorm places where plants grow. Responses will be written on a chart. The children will make small terrariums in baby food jars or soft drink bottles. They can use small green plants such as moss and vines.	64. Small plants and dirt Baby food jars or clear plastic soda bottles Scissors Clay Chart paper Markers	64. O



Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				After watering their plants lightly, children should close their containers. Over a period of days, children may notice condensation and growth of the plant. The teacher will point out the evaporation and condensation of water, introducing these terms. Children can also make mock terrarium arrangements of dried flowers, leaves, and other specimens; they can anchor the dried materials in clay in the lid of a baby food jar and place the jar to cover the arrangement. These need not be watered.		
65. Where Do Vegetables Grow?	65.A. The children will classify vegetables according to where they grow.	65.A. R.1,2 E.253,290 $M.29_1$ $H.C9_3$	65.A. H/PE.C18, $C26_1$ H.C18,C26, C32,C37 $S.C9_2$ S.C9 $H.53_3$	65.A. The teacher will present the facts that vegetables are healthy foods and that vegetables grow above and below the ground. The teacher will show real vegetables and vegetable pictures and ask the children to describe and identify them. The teacher will lead a discussion of where vegetables grow. The teacher will help the children draw their own pictures of vegetables, cut them out, and glue them in the proper places on a mural that shows a ground line.	65.A. Real vegetables and vegetable pictures Paper Large paper for mural Scissors	65.A. O C PA
	65.B. The children will make and interpret graphs.	65.B. $M.C15,239_1$	65.B. $M.C15,C^{*}250_1$ $M.C^{*}250_2$ $M.244,C^{*}250_3$	65.B. The teacher will help children discuss their favorite vegetables, then participate in making bar or picture graphs of "Favorite Veggies That Grow Above the Ground" and "Favorite Veggies That Grow Below the Ground." The Teacher will help the children interpret the graphs and answer questions such as "How many	 Favorite Veggies that Grow below the Ground Favorite Veggies That Grow Above the Ground Carrot Butterbeans Peas 65.B. Chart paper Markers	65.B. O C PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				more chose potatoes than turnips?" "If two more people had chosen tomatoes, how many would that be?" "How many people chose green beans or peas?"		
66. Hands	66.A. The children will name the many things they do with their hands in the Big Backyard.	66.A. R.3,4 S.C32$_1$		66.A. The teacher will play the song, "Hands," by Cathy Fink. The song describes many things we do with our hands. The teacher will have the children think of the things they use their hands to do in the Big Backyard. The responses will be charted to display.	 HANDS I use my hands to... Cathy... dig in dirt. Shannon... Catch bugs. Dereck... help me climb trees. Jason... feed the birds. 66.A. Chart paper Marker, Song	66.A. L
	66.B. The children will make decorative hands to display with a language experience chart.	66.B. E.1,2,3,4,5,20,21,22$_1$ A.C1$_3$	66.B. A.2,C3$_2$ A.2,C3,42$_3$	66.B. The teacher will have the children make hand designs by drawing around their own hands. Repeated tracings can be done with fingers overlapping in a variety of interesting ways. The children will decorate their hand drawings with markers using patterns to create a design. The hands will be displayed with the chart.	66.B. Peace by Peace by S. Rogers Art paper Pencils Crayons Markers 	66.B. PA O
67. How Do Plants Grow?	67.A. The children will discuss seeds, classify seeds, and make a seed display.	67.A. S.C38 R.1,2,3,4 M.C7,C15,29,31 E.253$_1$ S.C7$_2$	67.A. S.7 M.C7,C15 E.253$_1$ S.C9,C27$_2$ S.C18$_3$	67.A. The teacher will show plants with seeds or pictures of plants that grow from seeds (seed packages are good for this purpose). The teacher will provide seed samples for the children to open and examine (raw peanuts, peas in pod, bean pods, catalpa seed pods, etc.). The children can predict how many seeds they might find inside, then check their predictions. The teacher will provide large seeds such as dry lima beans (soaked overnight) so that each child can pick the seed apart and find the seed coat, stored food, and plant embryo. The chil-	67.A. Seeds Plants or plant pictures  I predict there are 3 peanuts inside this shell. Terrance	67.A. O C PA

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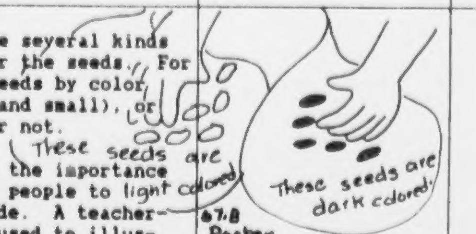
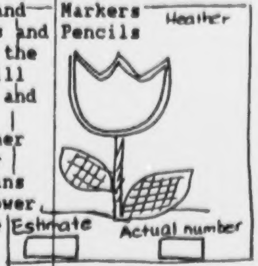
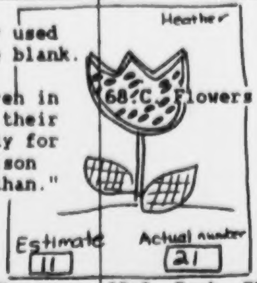
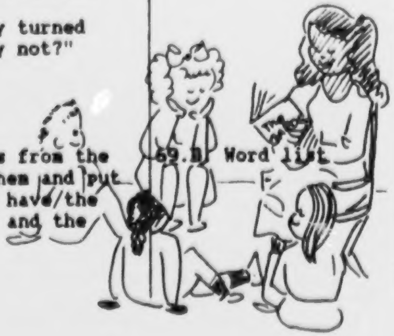
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				dren can work in groups and use several kinds of seeds and classify and order the seeds. For example, they might classify seeds by color (dark and light), size (large and small), or whether people eat the seeds or not.	 These seeds are light colored. These seeds are dark colored.	
			67.B. C.68$_3$	67.B. The teacher will discuss the importance of plants in giving oxygen for people to breathe and using carbon dioxide. A teacher-made poster or diagram can be used to illustrate the process of photosynthesis.	67.B Poster	
68. Soup-er Flowers	68.A. The children will estimate the number of soup beans needed to cover a flower which they have drawn.	68.A. M.C15$_1$	68.A. M.C15$_1$	68.A. The teacher will empty dried soup beans into styrofoam trays and provide poster board or other sturdy paper for each child to use in drawing a picture of a flower with a stem and leaves. The children will color the leaves and stem with a green magic marker and outline the flower with a bright color. The teacher will ask each child to write the words Estimate and Actual Number at the bottom of the paper, leaving a blank after each word. The teacher will then ask the children to look at their flowers and estimate the number of soup beans it will take to cover the inside of the flower, and to write this number in the appropriate blank.	68.A. Dried beans Styrofoam trays Poster board Markers Pencils 	68.A. O IT
	68.B. The children will count beans to determine the actual number used.	68.B. M.31$_1$		68.B. The teacher will then ask the children to cover the inside of their flowers with glue and choose soup beans to go inside the area. After completing their flower, the children will be	68.B. Beans Glue Styrofoam trays	68.B. L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				asked to count the number of beans they used and write the number in the appropriate blank.		
	68.C. The children will compare estimates with actual numbers to determine whether estimates were "less than" or "more than."	68.C. M.39$_2$	68.C. M.39,C*40$_2$ M.C*40$_3$	68.C. The teacher will guide the children in comparing their estimated numbers with their actual numbers, providing an opportunity for each child to verbalize his/her comparison using the terms "less than" and "more than."	 68.C. Flowers	68.C. O
69. The Garden of Abdul Gasazzi	69.A. The children will answer comprehension questions related to the book.	69.A. R.C*61,C*66, C*68,C*70, C*81$_3$	69.A. R.C*64,C*66, C*70,C*81$_1$ R.C*64,C*65, C*66,C*70, C*71,C*81$_2$ R.C*65,C*69, C*71$_3$	69.A. The teacher will read the book, The Garden of Abdul Gasazzi and ask the following questions: "What problems did the boy encounter?" "What would you have done if you had been Alan?" "Do you think the magician really turned the dog into a duck? Why? Why not?"	69.A. Book, The Garden of Abdul Gasazzi	69.A. IT UT
	69.B. The children will identify root words and endings in selected words.	69.B.	69.B. R.C*56 E.60,C68$_1$ R.C*56 E.60,C68$_2$	69.B. The teacher will select words from the story that have endings added to them and put them on a chart. The teacher will have the children identify the "root words" and the "endings" for each word.	 69.B. Word list	

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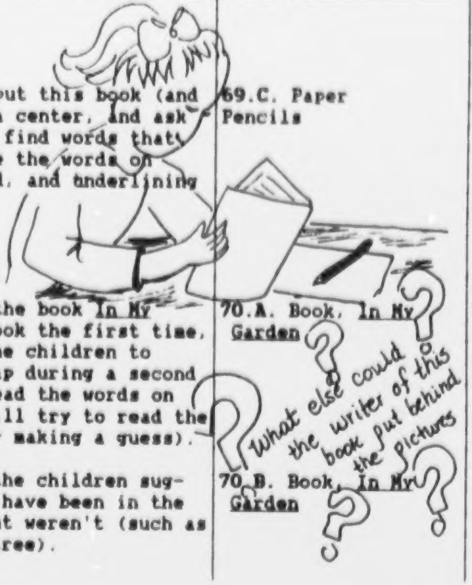
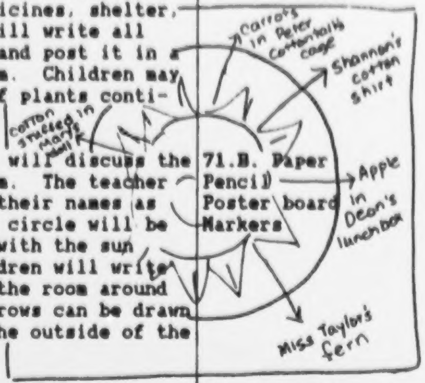
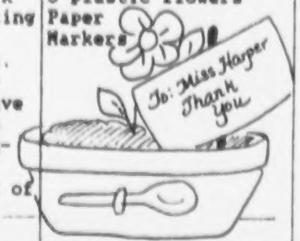
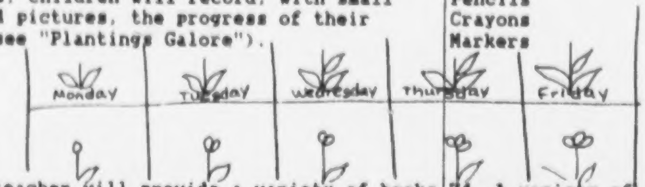
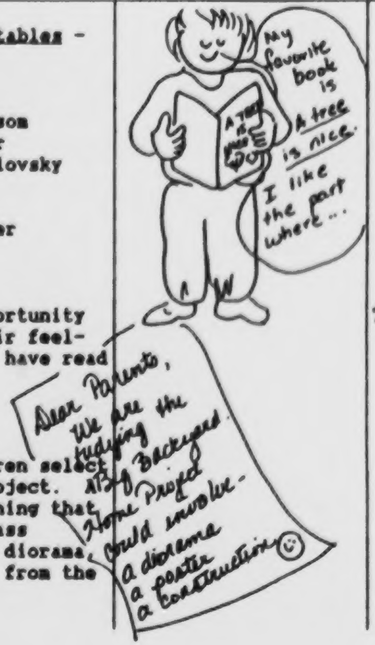
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.60_3	R.C*56 E.$C68_3$			
	69.C. The children will select words with added endings and identify roots and endings in these words.	69.C.	69.C. R.C*56 E.60,$C68_1$ R.C*56 E.60,$C68_2$	69.C. The teacher will then put this book (and others used in the unit) in a center, and ask each child to select a book, find words that have endings added, and write the words on paper, circling the root word, and underlining the ending.	69.C. Paper Pencils	
		E.60_3	R.C*56 E.$C68_3$			
70. In My Garden	70.A. The children will predict text through the use of context and picture clues.	70.A. R.C*70_3	70.A. R.C*70_1 R.C*70,C*71_2 R.C*71_3	70.A. The teacher will read the book In My Garden. After reading the book the first time, the teacher will encourage the children to guess what is behind each flap during a second reading. The teacher will read the words on the page, and the children will try to read the words behind the flaps (after making a guess).	70.A. Book, In My Garden	70.A. O IT
	70.B. The children will suggest logical additions to the story/pictures.		70.B. R.C*82_2 R.C*82_3	70.B. The teacher will have the children suggest other things that could have been in the pictures/text of the book, but weren't (such as bumblebees in the flowering tree).	70.B. Book, In My Garden	


What else could the writer of this book put behind the pictures

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
71. Brainstorming Plant Products	71.A. The children will understand the importance of plants by listing things we have which plants provide.	71.A. R.3,4$_1$ H.C8$_3$	71.A. S.C9,C10$_2$ S.C9,C10$_3$	71.A. The teacher will help the children understand the importance of plants by brainstorming, either directly or indirectly things we have which plants provide, such as fruits, vegetables, grains, meats we eat (many animals live on plants), clothing, medicines, shelter, furniture, etc. The teacher will write all this on a long sheet of paper and post it in a prominent spot in the classroom. Children may add to the list as the study of plants continues.	71.A. Long sheet of paper Marker	71.A. L
	71.B. The children will list all the plant products in the classroom.	71.B. R.1,2,3,4, C44 S.C65$_1$ E.37 R.C44$_2$ R.C43,C44$_3$	71.B. R.C44$_1$ R.C44$_2$ R.C44$_3$	71.B. The teacher and children will discuss the plant products in the classroom. The teacher will label those objects with their names as the children name them. A big circle will be drawn on a large poster board with the sun drawn in the center. The children will write the plant products labeled in the room around the outside of the circle. Arrows can be drawn from the sun to each word on the outside of the circle.  Carrots in Peter Cottontail's cage Shannon's cotton shirt Apple in Deon's lunchbox Miss Taylor's fern cotton stuffed in Mark's doll	71.B. Paper Pencil Poster board Markers	71.B. O PA
72. Flower Pot Cake	72. The children will follow a written recipe to make a cake.	72.	72. E.*148,*149, *153,*156, R.C*61,C*63$_1$	72. The teacher will provide 6 clean plastic flower pots lined with aluminum foil or plastic wrap. Using the recipe for "Flower Pot Cake" found in the appendix, the teacher will make a large instruction sheet to place in a learning	72. 6 flower pots Aluminum foil or plastic wrap Recipe chart Ingredients	72. PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		E.147,*148, *149$_2$ R.C*61,C*63$_3$	E.*153,156, *200,*201, *380,381, 382 R.C*61,C*63$_2$ E.*153,156, *166,*189, *191,*200, *201,*380, *381,382$_3$	center or at a table. Small groups will work together to create cakes that look like potting soil. A big plastic flower can be put into each pot to create an attractive potted gift. These "cakes" can be enjoyed by the class or given to special people in the school who have helped throughout the year. Thank-you notes written by the children can be made to accompany the gifts. The teacher will show the children how to abbreviate appropriate words of title (Mr., Mrs., Dr., etc.).	6 plastic flowers Paper Markers  	
73. Calendar Fun	73. The children will continue the calendar activity.	73. M.C8,C35, C*139$_1$ M.C9,143 S.C7$_2$ A.C1 S.C8,C46$_3$	73. M.C8 S.C7,C8$_1$ S.C8 M.C9 A.C3$_2$	73. The teacher will lead the children to continue the "Calendar Fun" activity. On their calendars, children will record, with small words and pictures, the progress of their plants (see "Plantings Galore").  	73. Copies of calendar grid Pencils Crayons Markers	73. O C PA
74. Book Center	74. The children will use in-class free reading time to enjoy books about plants and seeds.	74. R.112,114$_1$ R.112,114$_2$ R.112,114$_3$	74. R.112,114$_1$ R.112,114$_2$ R.112,114$_3$	74. The teacher will provide a variety of books about plants and seeds in a center for children to use during free time. Some suggestions are: Nicky, the Nature Detective - Svedberg/Anderson A Seed is a Promise - Claire Merrill From Seed to Pear - Ali Mitgutsch The Carrot Seed - Ruth Krauss	74. A variety of books about plants and seeds	74. O L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				Growing Plants from Fruits and Vegetables - Jane Sholinsky The Apricot ABC - Miska Miles The Giving Tree - Shel Silverstein Seeds and More Seeds - Melicent Selsom Up Above and Down Below - Irma Weber The Shy Little Girl - Phyllis Krasilovsky A Tree is Nice - Janice Udry How Plants Grow - Stephen Parker The Reason for a Flower - Ruth Heller What is a Plant - Gene Darly How a Seed Grows - Helen Jordan	 A TREE IS NICE My favorite book is A tree is nice. I like the part where... Dear Parents, We are studying the Big Backyard. A Home Project could involve - a diorama a poster a construction	
75. Share a Book Home Project	75.A. The children will discuss their favorite authors and selections.	75.A. R.113$_1$ R.113$_2$ R.113$_3$	75.A. R.113$_1$ R.113$_2$ R.113$_3$	75.A. The teacher will provide an opportunity for children to share and express their feelings about the authors and books they have read pertaining to plants and seeds.		75.A. O L
			75.B. E.340	75.B. The teacher will have the children select a book to use as a base for a Home Project. A letter will be sent to parents explaining that the book should be shared with the class through some creative presentation--a diorama, a poster, a construction, an activity from the book, a home-made game, etc.		

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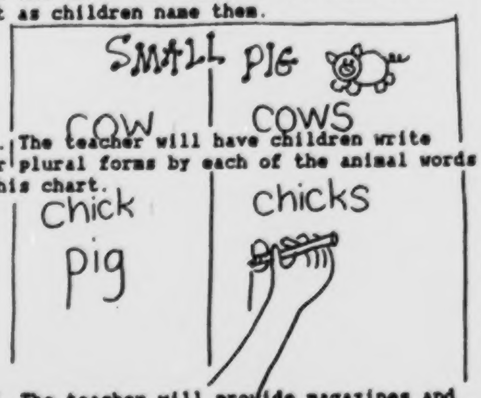
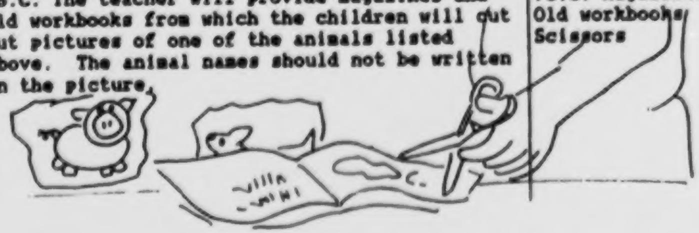
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
76. Small Pig	76.A. The children will listen to Small Pig and name all the animals in the story.	76.A. R.114_1 R.114_2 R.114_3	76.A. E.250 R.C*66,114_1 R.C*66,114_2 R.*66,114_3	76.A. The teacher will read Small Pig by A. Lobel and write the names of the animals on a chart as children name them.	76.A. Book: Small Pig by A. Lobel Chart Marker	76.A. O L
	76.B. The children will form plurals of the animal words from the story.	76.B. R.$C44_1$ E.60,*69, *255,256_3	76.B. E.60,*255, *256,259 R.C*57_1 R.C*57 E.60,*64, *255,*256_2 R.C*57_3	76.B. The teacher will have children write their plural forms by each of the animal words on this chart. 	76.B. Chart from previous activity Marker	76.B. PA
	76.C. The children will find pictures to illustrate either a singular or plural form of the animal word.	76.C. R.$C44_1$ R.$C44_2$ R.C44 E.*255_3	76.C. E.*255 R.C44,C*57_1 E.*255 R.C44,C*57_2 R.C44,C*57_3	76.C. The teacher will provide magazines and old workbooks from which the children will cut out pictures of one of the animals listed above. The animal names should not be written on the picture. 	76.C. Magazines Old workbooks Scissors	76.C. PA

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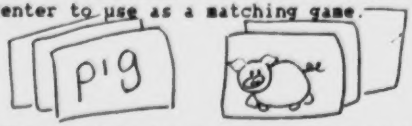
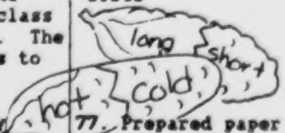
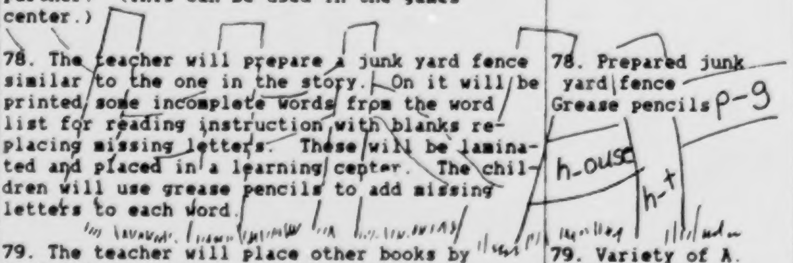
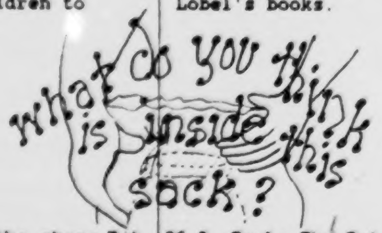
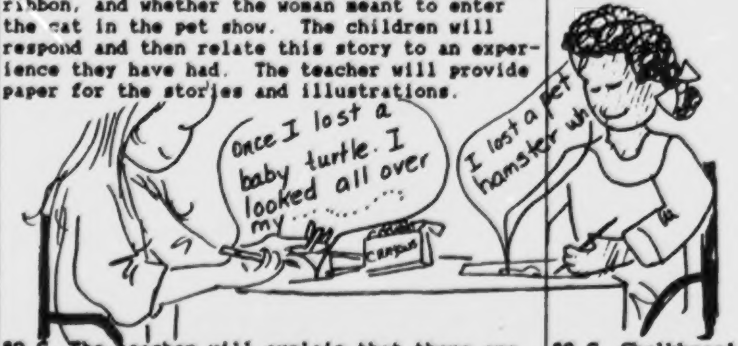
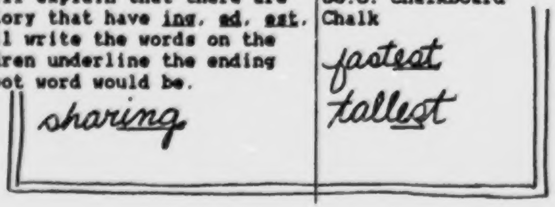
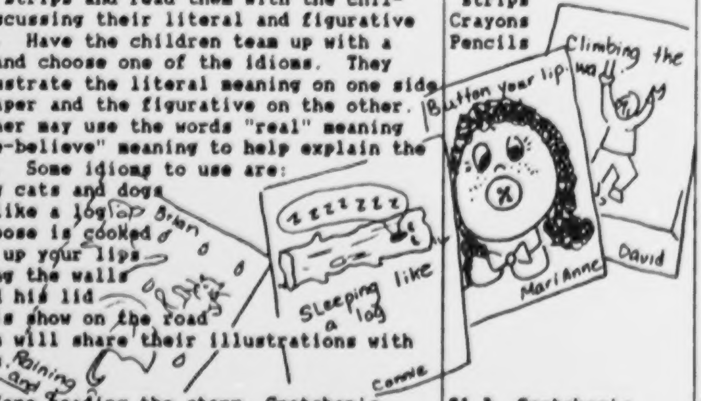
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	76.D. The children will match the pictures to the singular and plural forms of the words.	76.D. R.C44$_1$ E.*255$_3$	76.D. E.*255 R.C44,C*57$_1$ E.*255 R.C44,C*57$_2$ R.C44,C*57$_3$	76.D. The teacher will collect the pictures and write each of the animal words from the chart on a card. The pictures and cards will be put in a center to use as a matching game. 	76.D. Prepared cards Pictures from previous activity	76.D. PA O L
	76.E. The children will work in groups in a learning center to identify the action words in Small Pig.	76.E. R.C44$_1$ E.262,263 R.C44$_2$ E.*264 R.C44$_3$	76.E. E.*264 R.C44$_1$ E.*264 R.C44$_2$ E.265,266 R.C44$_3$	76.E. The teacher will place the book Small Pig by A. Lobel in a center so that children can work together in small groups (4-5) and list all the action words.	76.E. Book: Small Pig by A. Lobel Pencils Paper	76.E. PA
	76.F. The children will read and act out their own action words.	76.F. R.4,C44$_1$ R.C44$_2$ R.C44,C*60$_3$	76.F. R.C44,C*60$_1$ R.C44,C*60$_2$ R.C44$_3$	76.F. The center group will read their list of words to the class. Then one member of the group will act out a word and see if the class can guess which word is being illustrated. The list of words can be visible for the class to select from, if desired. 	76.F. Group word lists	76.F. O L
77. Corn Ears	77. The children will match antonyms.	77. R.32$_2$	77. R.C*33 E.66$_1$ R.C*33 E.66$_2$	77. The teacher will select from the story descriptive words and their opposites to write on yellow construction paper ears of corn. She will cut the paper corn in halves and place them in a brown envelope with a pig colored on the front. These will be placed in a center as	77. Prepared paper ears of corn Prepared brown envelope	77. O L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		$R.C*33_3$	$E.66_3$	a game to be played individually or with a partner. (This can be used in the games center.)		
78. Junk Yard Words	78. The children will complete spellings of words in a list.	78. $E.*63,*67_3$	78. $E.*63,*67_1$ $E.*63,*67_2$	78. The teacher will prepare a junk yard fence similar to the one in the story. On it will be printed some incomplete words from the word list for reading instruction with blanks replacing missing letters. These will be laminated and placed in a learning center. The children will use grease pencils to add missing letters to each word. 	78. Prepared junk yard fence Grease pencils	78. PA O
79. Recreational Reading	79. The children will read other books by A. Lobel during in-class free reading time.	79. $R.112,114_1$ $R.112,114_2$ $R.112,114_3$	79. $R.112,114_1$ $R.112,114_2$ $R.112,114_3$	79. The teacher will place other books by A. Lobel in a book center for children to enjoy. Frog and Toad are Friends Martha the Movie Mouse The Bears of the Air Giant John A Holiday for Mister Muster Prince Bertram the Bad A Zoo for Mister Muster The Rose in My Garden  what do you think is inside this sack?	79. Variety of A. Lobel's books.	79. O L
80. Pet Show	80.A. The children will listen to the Pet Show and discuss their favorite pets.	80.A. E.279 $R.3,4,114_1$ $R.114_2$ $R.114_3$	80.A. $R.85,114_1$ $R.85,114_2$ $R.85,114_3$	36.A. The teacher will introduce the story Pet Show by Ezra Jack Keats by holding up a paper sack which contains a jar with a tiny animal of some kind. The children will try to guess what is inside the jar. The teacher will read Pet Show and at the end uncover her "pet" hidden in the sack.	36.A. Book: The Pet Show by Ezra Jack Keats Prepared paper sack	36.A. O L

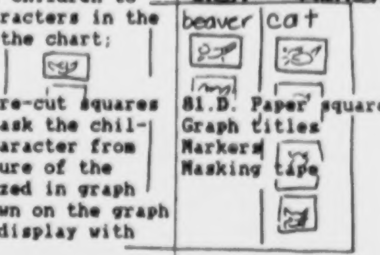
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	80.B. The children will write a story about something they may have lost at some time and illustrate it.	80.B. R.4,10$_1$	80.B. R.C*66,C*70, C*71,C*81 E.82,344, 346,352$_1$	80.B. The teacher will ask the children how Archie must have felt when his cat was missing, how the woman felt when Archie let her keep the ribbon, and whether the woman meant to enter the cat in the pet show. The children will respond and then relate this story to an experience they have had. The teacher will provide paper for the stories and illustrations.  Once I lost a baby turtle. I looked all over my....... I lost a pet hamster wh Crayons	80.B. Paper Pencils Crayons	80.B. PA P
		E.299,337$_2$	R.C*66,C*70, C*71,C*74, C*81,C*82 E.62,366, 367,368, 375,394$_2$			
		R.C*66,C*68, C*81 E.*184,*185, 316,C346, C347,*357$_3$	R.C*79,C*82 E.*230,*319, *359$_3$			
	80.C. The children will underline the ending added to root words in the Pet Show.	80.C.	80.C. E.60 R.C*56$_1$	80.C. The teacher will explain that there are many words in the story that have ing, ed, est, es endings. She will write the words on the board and have children underline the ending and tell what the root word would be. 	80.C. Chalkboard Chalk	80.C. O
		R.32,115$_2$	R.C*60,80, 115 E.77,78$_2$			
		E.60 R.C*56$_3$				

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
81. Raining Cats and Dogs	81. The children will illustrate literal and figurative meanings of phrases.	81. R.3,4,115$_1$ R.32,115$_2$ R.C*60,115$_3$	81. R.C*60,80, 115 E.77,78$_1$ R.C*60,80, 115 E.77,78$_2$ R.80,115 E.77,78$_3$	81. The teacher will write several idioms on sentence strips and read them with the children, discussing their literal and figurative meanings. Have the children team up with a partner and choose one of the idioms. They will illustrate the literal meaning on one side of the paper and the figurative on the other. The teacher may use the words "real" meaning and "make-believe" meaning to help explain the activity. Some idioms to use are: o raining cats and dogs o sleep like a log o your goose is cooked o button up your lips o climbing the walls o flipped his lid o get this show on the road Each team will share their illustrations with the class.	81. Prepared sentence strips Crayons Pencils	81. PA
81. Gretchen's World	81.A. The children will name descriptive words.	81.A. E.288,289, *291$_3$	81.A. E.78$_1$ E.*78,*291$_2$ E.*78,*292$_3$	81.A. Before reading the story, Gretchen's World, the teacher will ask the children to think of words that describe the looks and actions of a butterfly. These words will be listed on an experience chart.	81.A. Gretchen's World by Alice Hoffer Chart paper Marker	81.A. ECS

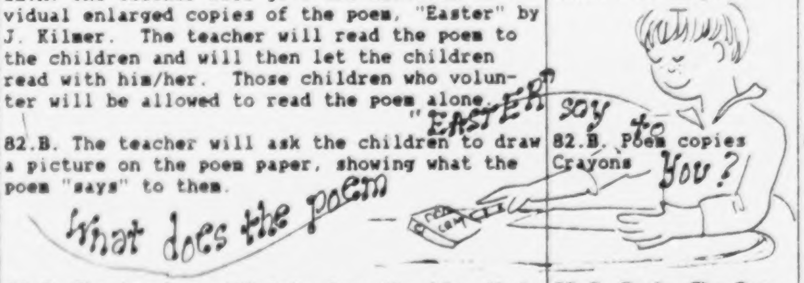


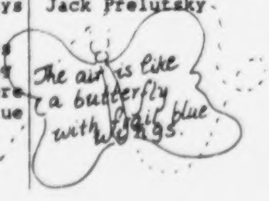
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	81.B. The children will identify blends, compound words, word endings, and vowel sounds.	81.B. E.48$_1$ E.54,55,342$_3$	81.B. E.54,55,57, 342 R.48,C*55$_1$ E.54,55,57, 342 R.48,C*55$_2$ E.57 R.48,C*55$_3$	81.B. The teacher will use the list of words named by the children as a base for discussing word identification skills, and will have the children identify examples of words that have blends, words that are compound, words that have silent endings, and words with long and short vowel sounds. This same list will be used later in the week and the teacher will ask the children to read words they recognize from the chart.	81.B. Word list	81.B. L IT
	81.C. The children will recall specific details from a story read to them.	81.C. R.C*66,C*81$_3$	81.C. R.C*66,C*81$_1$ R.C*66,C*81$_2$	81.C. After reading the book, Gretchen's World, the teacher will ask the children questions about the story and will ask the children to name and describe the animal characters in the story. These will be listed on the chart; bluebird, cat, beaver.	81.C. Book, Gretchen's World Chart Markers	81.C. ECS
	81.D. The children will select and draw a picture of a favorite story character.	81.D. R.4$_1$ M.C244$_3$	81.D. M.C244, C*250$_1$ M.C244, C*250$_2$ M.C*250$_3$	81.D. The teacher will provide pre-cut squares of paper about 3" x 3" and will ask the children to choose their favorite character from Gretchen's World and make a picture of the character. These will be organized in graph form. A summary of the data shown on the graph will be made by the children to display with the graph.	81.D. Paper squares Graph titles Markers Masking tape	81.D. O PA

Butterfly looks...
graceful pretty
happy
Butterfly--
floats
soars
flies



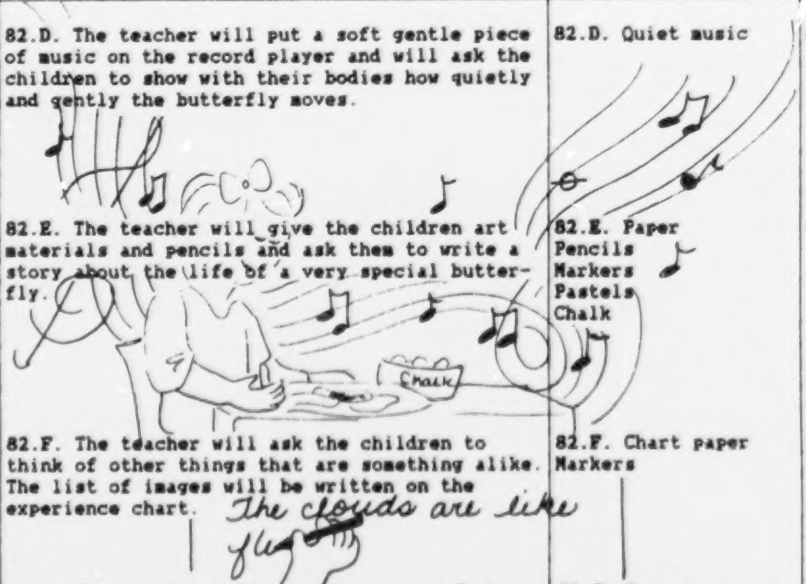
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
82. Easter Poem	82.A. The children will use word identification to read a poem.	82.A. R.114_1 R.114_2 R.114_3	82.A. R.114_1 R.114_2 R.114_3	82.A. The teacher will give the children individual enlarged copies of the poem, "Easter" by J. Kilmer. The teacher will read the poem to the children and will then let the children read with him/her. Those children who volunter will be allowed to read the poem alone.	82.A. Poem copies	82.A. L O
	82.B. The children will illustrate the poem "Easter."	82.B. R.115_1 R.115_2 R.115_3	82.B. R.115_1 R.115_2 R.115_3	82.B. The teacher will ask the children to draw a picture on the poem paper, showing what the poem "says" to them.	82.B. Poem copies Crayons	82.B. PA
	82.C. The children will participate in a discussion of imagery.	82.C. R.114,115_1 R.114,115_2 R.114,115_3	82.C. R.114,115_1 R.114,115_2 R.114,115_3	82.C. The teacher will introduce the idea that poetry uses images, or words that help us compare in our minds things that aren't really the same. In "Easter," for example, J. Kilmer says that "The air is like a butterfly with frail blue wings." We know that air and butterflies are really two different things, but something about them made the author think that they were alike. Perhaps the sky at Easter was pale blue and looked very thin and fragile. This made the poet think of a blue butterfly.	82.C. Book, The Random House Book of Poetry, compiled by Jack Prelutsky.	


What does the poem "EASTER" say to You?

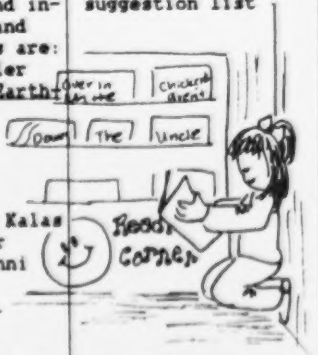
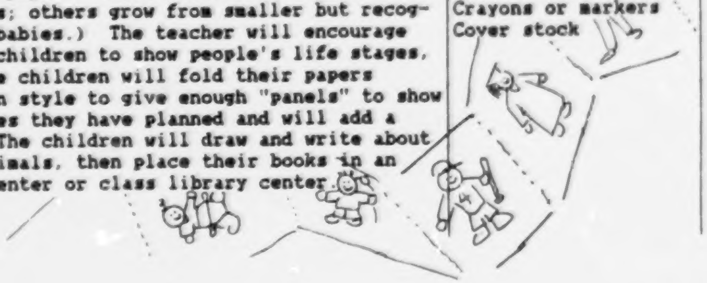

The air is like a butterfly with frail blue wings.

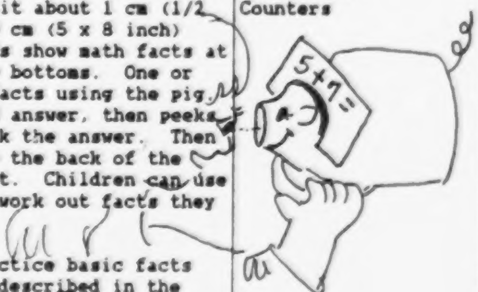
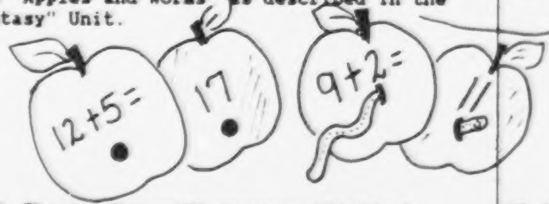
Unit Title The Big Backyard

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	82.D. The children use movement to describe a butterfly.	82.D. MU.C1,C3$_3$	82.D. MU.C17,24$_1$ MU.C17,24,37,C45$_2$ MU.C17,24,37,C45$_3$	82.D. The teacher will put a soft gentle piece of music on the record player and will ask the children to show with their bodies how quietly and gently the butterfly moves.	82.D. Quiet music	82.D. O
	82.E. The children will write a poem or story.	82.E. E.35,36,37,38,39$_2$	82.E. E.37,38,39,352$_1$ E.352$_2$ E.43,44,45,46,47,352$_3$	82.E. The teacher will give the children art materials and pencils and ask them to write a story about the life of a very special butterfly.	82.E. Paper Pencils Markers Pastels Chalk	82.E. PF
	82.F. The children will use imagery to describe something.	82.F. R.115$_1$ R.115$_2$ R.115$_3$	82.F. R.115$_1$ R.115$_2$ R.115$_3$	82.F. The teacher will ask the children to think of other things that are something alike. The list of images will be written on the experience chart.	82.F. Chart paper Markers	82.F. ESC
	82.G. The children will supply the missing words in a clozed copy of a poem.	82.G. R.5$_1$	82.G. E.333$_1$	82.G. The teacher will provide a copy of the poem from above written on the board or on a transparency. The teacher will ask the children to identify the missing words, and these will be filled in on the copy in a different color.	82.G. Poem transparency Overhead projector Transparency Markers	82.G. L

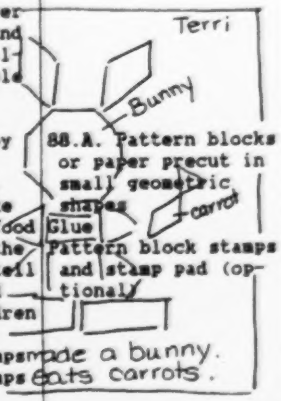


Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
83. Giant Words	83. The children will write synonyms for large on a picture of a giant's leg.	83. R.C44 E.3,4$_1$ R.C44$_2$ R.C*33.C44$_3$	83. R.C*33,C44, 302 E.66,C68,82$_1$ R.C*33,C44 E.66,C68,82, 328$_2$ E.66,C68,328 R.C44$_3$	83. The teacher will discuss Gargantuan, the Giant with the children. Using the double-spread picture of Gargantuan's foot as a guide, the teacher will cut a huge foot and leg out of art paper and attach it to the wall. The children will find as many words as they can that mean large and write the words on the foot. They may find synonyms in old magazines that they can cut out and paste on the foot.	83. Book, Gretchen's World Large sheet of butcher paper Pencils Markers Magazines Scissors Paper BIG huge gigantic	83. PA
84. Beaver Books	84. The children will research beavers and make books showing interesting facts about beavers.	84. R.4,114 O.C46$_1$ R.19,40 E.*149$_2$ A.C1 E.*184,344, C346$_3$	84. R.85,114 E.68,82,344, C346,352$_1$ R.C*39,85, C*90 E.68,82,344, C346,352$_2$ R.C*39,C*90, C*91,C*92 E.68,82,352$_3$	84. The teacher will provide books and pictures for children to use as references to make books about beavers. The teacher will provide beaver-face-shaped patterns so that children can trace around them to make two pieces of shaped brown cardboard to use for the front and back covers. The children will cut teeth from white construction paper and paste them on the front cover, adding other facial features with markers. The teacher will show them how to cut a white bubble and paste it on the front on which to write the title and author's name. The teacher will have sheets pre-cut to fit the beaver-shaped covers. Sheets will be put together and stapled along the neck edge. The children will write facts from their research and illustrate them. This may be done in a learning center. The children may need some assistance with research.	84. Prepared beaver patterns Brown construction paper White construction paper Black markers Pencils Scissors Paste Stapler Research books Pictures of beavers ample	84. PA P

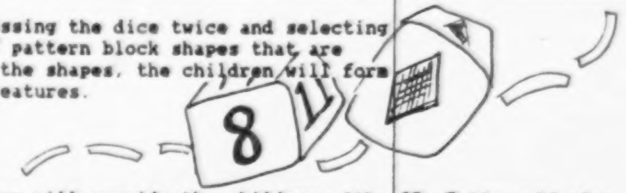
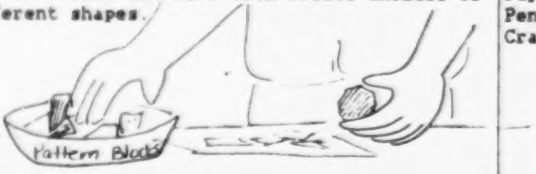
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
85. Animal Books	85. The children will use in-class free reading time to read books about animals they can find in their environment.	85. R.112,113, 114_1 R.112,113, 114_2 R.112,113, 114_3	85. R.112,113, 114_1 R.112,113, 114_2 R.112,113, 114_3	85. The teacher will place a variety of books about farm animals, pets, wild animals, and insects, in a center for children to enjoy and discuss with each other. Some suggestions are: Chickens Aren't the Only Ones - Ruth Heller Twist, Wriggle and Squirm: A Book About Earthworms - Lawrence Pringle Over In the Meadow - Ezra Jack Keats Down the Road - Joan Lesikin In My Garden - Ron Maris The Snail's Spell - Joanne Ryder The Beaver Family Book - Sybille & Klaus Kalas Animals Born Alive and Well - Ruth Heller The Biggest House in the World - Leo Lionni My First Insects - Cecilia Fitzsimons Uncle Wiggily and His Friends - Howard R. Garis	85. Books from book suggestion list  Over in the Chicken Aren't Down The Uncle Read Corner	85. O L
86. Animal Stages	86. The children will make books to show animals' life stages.	86. E.23,24,25, 338_1 A.C1 R.C*63 S.$C13_3$	86. H.22 R.C*63 Showing information about animals' life stages_1 H.22,24,34, 35 R.C*63_2 H.22,24,34, 35 S.$C21_3$	86. The teacher will help small groups of children discuss stages in animals' lives and plan how to draw the stages in sequence on a long piece of paper. (Some animals go through metamorphosis; others grow from smaller but recognizable babies.) The teacher will encourage several children to show people's life stages, too. The children will fold their papers accordian style to give enough "panels" to show the stages they have planned and will add a cover. The children will draw and write about their animals, then place their books in an animal center or class library center.	86. Long paper (discarded computer paper, shelf paper, wide machine tape) Crayons or markers Cover stock 	86. O C PA CCF

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
87. Self-Checking Fact Practice	87.A. The children will practice addition and subtraction facts.	87.A. M.C*3,C7,31, 51,C*55, C56,62, C*63,C64$_1$ M.C*57,61, C66$_2$ M.1,C*65$_3$	87.A. M.C7,54, C*55,C56, C*57,61, C*65$_1$ M.C*65,C66$_2$	87.A. The teacher will prepare an "Answer Pig" from a clear plastic bleach bottle decorated as shown. The bottle has a slit about 1 cm (1/2 inch) wide in which 12 x 20 cm (5 x 8 inch) cards are placed. The cards show math facts at the tops and answers at the bottoms. One or two children can practice facts using the pig. The child says the fact and answer, then peeks through the opening to check the answer. Then the child moves the card to the back of the pack and tries the next fact. Children can use pig (or other) counters to work out facts they cannot recall. 	87.A. Answer pig Fact cards Counters	87.A. O C IT FT
		87.B. M.C*3,C7,31, 51,C*55, C56,62, C*63,C64$_1$ M.C*57,61, C66$_2$ M.1,C*65$_3$	87.B. M.C7,54, C*55,C56, C*57,61, C*65$_1$ M.C*65,C66$_2$	87.B. The children will practice basic facts with "Apples and Worms" as described in the "Fantasy" Unit. 		87.B. O C IT FT
		87.C. M.C*3,C7,31, 51,C*55, C56,62, C*63,C64$_1$	87.C. M.C7,54, C*55,C56, C*57,61, C*65$_1$	87.C. The teacher will prepare "fields," "ponds," or "deserts" and cutouts of animals such as rhinos, fish, or camels. The teacher can write answers to basic facts on the "habitats" and number facts on the animals. A small group of children will work with the materials	87.C. Habitat and animal cutouts Counters	87.C. O C IT FT

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		M.C*57,61, $C66_2$ M.1,$C*65_3$	M.C*65,$C66_2$	and place the animals on the appropriate "habitats." For example, if a field had the answer 5, rhinos with 11-6, 12-7, 2+3, 0+5, 10-5, and so on could be placed on the field. For children who need it, counters should be available to work out facts.		
88. Geometric Animals	88.A. The children will create animal pictures from geometric shapes.	88.A. MA.C7,31,217 $R.115_1$ $R.115_2$ R.115 $M.220_3$	88.A. S.C20 R.115 M.C7 $R.C22_1$ S.C20 R.115 M.220 A.C3,6,$C22_3$ S.C20 R.115 A.C3,C5,6, $C22_3$	88.A. The teacher will show children how they might make an animal picture using pattern blocks or by gluing precut geometric shapes. The teacher will suggest that each child make at least one animal and its habitat and/or food from the materials. As the children work, the teacher will circulate and ask children to tell about their animals and the habitats or food they have shown. The teacher will ask children to name and describe shapes and share their work with classmates. If pattern block stamps are available, the children can use the stamps to make copies of their designs. Children should write about their designs.	88.A. Pattern blocks or paper precut in small geometric shapes Glue Pattern block stamps and stamp pad (optional)	88.A. O C PA
		88.B. MA.C7,31,217 $R.115_1$	80.B. M.C7 R.115 $A.C22_1$	88.B. The teacher will prepare 2 cubes. One cube should have numbers such as 8, 11, 14, 19, 12, and 9 on its faces. The other should have ◊, △, □, ○, ⬡, and ⬯ on its faces. The teacher will show a small group of children how to	88.B. Pattern blocks 2 small cubes or dice	88.B. O C PA



made a bunny.
eats carrots.

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		$R.115_2$ $R.115$ $M.220_3$	$R.115$ $M.220$ $A.C36,C22_2$ $R.115$ $A.C3,C5,6$ $S.22_3$	take turns tossing the dice twice and selecting the number of pattern block shapes that are shown. From the shapes, the children will form animals or creatures. 		
89. Pattern Block Animals	89. The children will use pattern blocks to create animal shapes and their numeric descriptions.	89. $R.115$ $E.20,21_1$ $R.115_2$ $R.115_3$	89. $R.115$ $A.C22_1$ $R.115$ $A.C3,6,C22,C24_2$ $R.115$ $A.C3,C5,6,C22,C24_3$	89. The teacher will provide the children with pattern blocks and have them create animals of different shapes. 	89. Pattern blocks Paper Pencils Crayons	89. PA
90. Snake Sums	90. The children will add plus and minus numbers to play a game.	90. $M.C"3,C7_1$ $M.C20_2$ $M.1,C24$ $PE.C202,C206_3$	90. $M.C7$ $PE.C192,C203_1$ $M.C20_2$ $PE.C204,C205$ $H.50_3$	90. The teacher will construct a gameboard by drawing a large snake on a piece of poster board, with the head of the snake at the top of the board and the tail at the bottom. Fifty sections in a color pattern (such as red, pink, lavender, yellow, orange) will be drawn the length of the snake's body. These sections will be numbered from 1 to 50. A die with six sides will be marked +10, +10, +10, -10, -10, -10. Another die marked 1 to 6 will also be used.	90. Poster board Game pieces Die	

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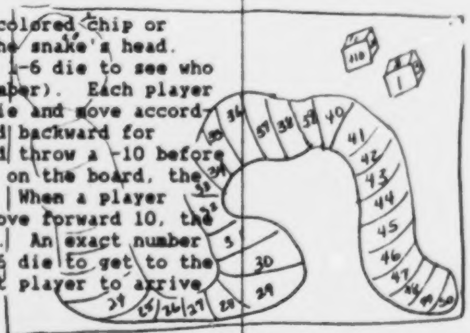
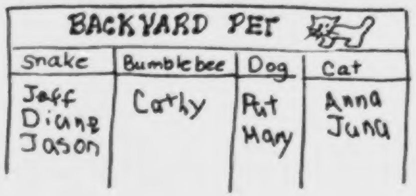
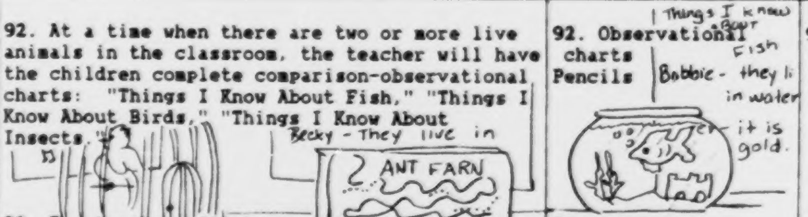
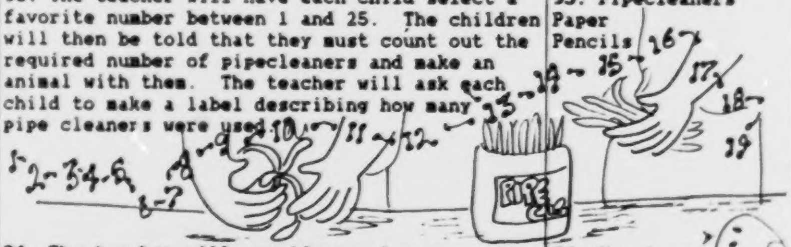
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				To Play: Players place a colored chip or another playing piece on the snake's head. Each player then rolls the 1-6 die to see who goes first (the highest number). Each player must first throw the 1-6 die and move accordingly (forward for plus and backward for minus). If a player should throw a -10 before arriving at the number ten on the board, the throw must be taken again. When a player arrives at 41 and cannot move forward 10, the tens die is no longer used. An exact number must be thrown with the 1-6 die to get to the end of the tail. The first player to arrive there is the winner.  ±10 ±1 29 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50		
91. Backyard Pets Graph	91. The children will contribute their data to a pet graph.	91. R.3,4_1 H.$C8_3$	91. M.C*250 H.22,C23,24_1 H.22,C23,24,35 M.C*250_2 M.244,C*250 S.C46 H.22,C23,24,35_3	91. The teacher will have the children nominate animals they would like to have as backyard pets. Then each child can vote for the animal of his/her choice in order to complete a graph. 	91. Chart paper Markers	91. L

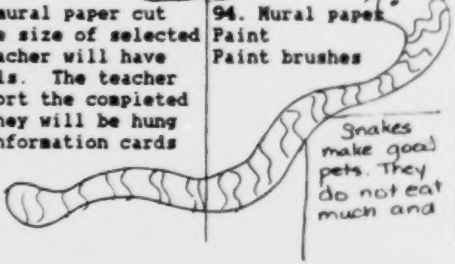
BACKYARD PET

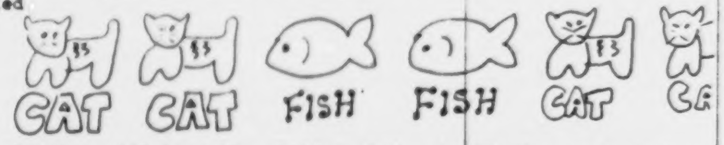
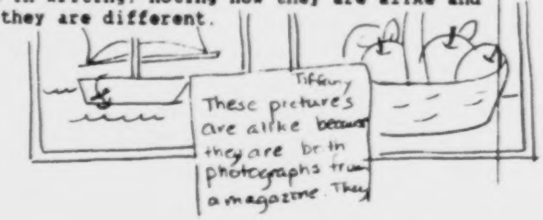
Snake	Bumblebee	Dog	Cat
Jeff Diane Jason	Cathy	Pat Mary	Anna Juna

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
92. Observation Skills	92. The children will compare the things they have observed about two animals.	92. $R.4_1$ $S.C7_2$ $S.C5_3$	92. $S.C5,C7,C20_1$ $S.C5,C20,C27_2$ $S.C20,C21,C27_3$	92. At a time when there are two or more live animals in the classroom, the teacher will have the children complete comparison-observational charts: "Things I Know About Fish," "Things I Know About Birds," "Things I Know About Insects."	92. Observational charts Pencils	92. PA
93. Pipecleaner Animals	93. The children will create a pipe-cleaner animal with a selected number of pipecleaners.	93. M.C15 $R.115_1$ $R.115_2$ $R.115_3$	93. M.C15 R.115 $PE.C196_1$ A.62 R.115 $PE.C196_2$ R.115 $PE.C196_3$	93. The teacher will have each child select a favorite number between 1 and 25. The children will then be told that they must count out the required number of pipecleaners and make an animal with them. The teacher will ask each child to make a label describing how many pipe cleaners were used.	93. Pipecleaners Paper Pencils	48. PA
94. Animal Paintings	94. The children will paint, write about, and seriate animal portraits.	94. S.C38 E.2 $M.29_1$ $E.37,38,39_2$ $A.C1_3$	94. S.C35 $E.37,38,39_1$ S.C27,C35 $A.2,C3,C24_2$ S.C27,C35 $A.2,C3,C24,42_3$	94. The teacher will provide mural paper cut into the shape and approximate size of selected backyard animals which the teacher will have the children paint with details. The teacher will then have the children sort the completed animals according to size. They will be hung with the children's printed information cards telling about each animal.	94. Mural paper Paint Paint brushes	94. O PA






Snakes make good pets. They do not eat much and

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
95. Animal Patterns	95. The children will make a pattern of animal models.	95. M.C35 R.3.4.29. 115_1 R.115_2 R.115_3	95. R.115_1 R.115 A.$C24_2$ R.115 A.$C24_3$	95. The teacher will have the children use small plastic animals or flannel board cutouts of animals to make a pattern "parade." The children will explain their work when it is completed 	95. Small plastic animals or flannel cutouts	95. PA L
96. Seriation	96. The children will seriate animal pictures.	96. E.338.359 S.$C38_1$	96. S.$C21_3$	96. The teacher will have the children bring in photographs of their pets taken at different stages in the animal's life. (Photos like this are often available in animal magazines such as Dog Fancy.) The children will arrange these pictures according to the animal's life stages.	96. Pet photographs	51. PA O
97. Capturing Nature	97.A. The children will study and write about similarities and differences in various art-works.	97.A. E.35.36.37. 38.39_2 E.*134.344_3	97.A. A.C22 E.31.38.39. *184.344. 352_1 A.C22.32.40 E.*184.344. 352_2 A.C22.32.40 E.42.43.44. 45.46.47. 352_3	97.A. The teacher will introduce to the children a variety of art works capturing the subject of nature: landscape, still-life, species study, etc. The teacher will ask the children to choose two of the pictures and to compare them in writing, noting how they are alike and how they are different.  Tiffany These pictures are alike because they are both photographs from a magazine. They	97.A. Art work Paper Pencil	97.A. O

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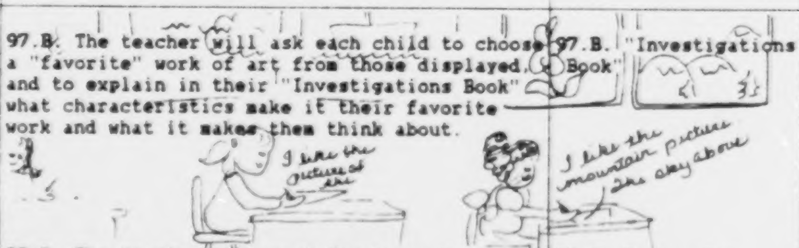
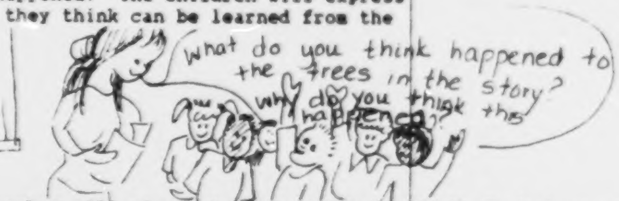
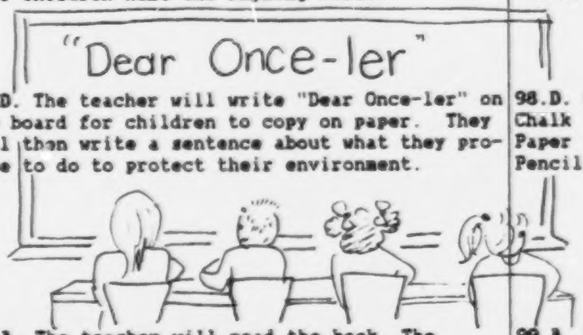
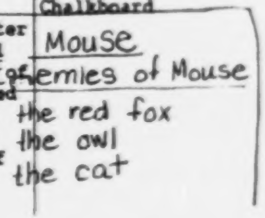
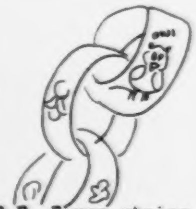
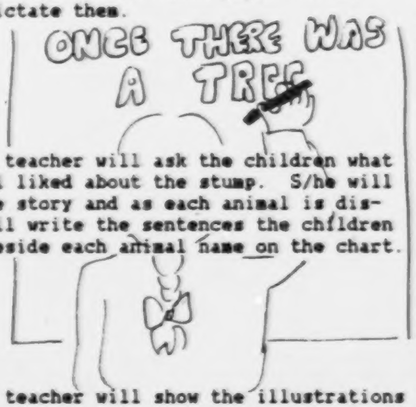
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	97.B. The children will select a favorite work of art and justify their choice.	97.B. $R.4_1$	97.B. H.24 $E.352_1$ H.24.35 $E.352_2$ H.24.35 $E.352_3$	97.B. The teacher will ask each child to choose a "favorite" work of art from those displayed, and to explain in their "Investigations Book" what characteristics make it their favorite work and what it makes them think about.  I like the pictures of the I like the mountain picture the sky above	97.B. "Investigations Book"	97.B. O
98. The Lorax	98.A. The children will listen to The Lorax and discuss the main idea of the story.	98.A. $R.3.4.114_1$ $R.114_2$ R.C*64.C*70. 114_3	98.A. R.6.C*64. C*70.114 $H.30_1$ R.C*64.C*70. C*71.114 $H.30.C33.41_2$ R.C*71.114 $H.30.C33.41_3$	98.A. The teacher will read The Lorax by Dr. Seuss and discuss what happened to the trees and why it happened. The children will express what lesson they think can be learned from the story.  What do you think happened to the trees in the story? why do you think this happened?	98.A. Book: The Lorax by Dr. Seuss	98.A. O L
	98.B. The children will identify digraphs in the story.	98.B. E.48 $R.18_1$ $R.14.45_2$ R.52 $E.56_3$	98.B. E.56 $R.52_1$ R.52 $E.56_2$	98.B. The teacher will give out cards (with th, wh, sh, ch written on them) to all the children. Pages will be chosen which have words beginning with these letters and re-read to the children with emphasis placed on selected words. The children with digraphs will hold up the digraph in conjunction with appropriate words.	98.B. Book from previous activity Prepared cards	98.B. O L

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	98.C. The children will identify some of the rhyming words from the story.	98.C. E.49 $R.13_1$ $E.57_3$	98.C. $E.57_1$ $E.57_2$	98.C. The teacher will re-read some pages and have children name the rhyming words.	98.C. Book from previous activity	98.C. L
	98.D. The children will write letters to the Once-ler to tell him what they will do to take care of their environment.	98.D. $R.4_1$ $E.{*}149_2$ $E.{*}184,344,C346_3$	98.D. $E.67,82,83,344,C346,352_1$ $E.82,83,344,C346,352_2$ $E.82,83,352_3$	98.D. The teacher will write "Dear Once-ler" on the board for children to copy on paper. They will then write a sentence about what they promise to do to protect their environment.  	98.D. Chalkboard Chalk Paper Pencil	98.D. PA
99. The Mother's Day Mice	99.A. The children will contribute to a discussion of the food chain.	99.A. $S.C5_3$	99.A. $S.C5,C20_1$ $S.C5,C10,C20_2$ $S.C10,C20_3$	99.A. The teacher will read the book, The Mother's Day Mice by Eve Bunting. The teacher will introduce the idea that there is a natural food chain: every living things depends on another living thing for food. Some things eaten are plants and some are animals. The teacher will put the word "mouse" in the center of a chart or board. First, the teacher will ask the children to name some of the enemies of the mouse, as identified in the book: the red fox, the owl, the cat. The teacher will ask the children to decide whether each of these animals eats any of the others. Placement of the animals on the food web that is being created will be determined by the order in  Mouse Enemies of Mouse the red fox the owl the cat	99.A. Book, The Mother's Day Mice by E. Bunting Chart paper Chalk Chalkboard	99.A. O ESC IT

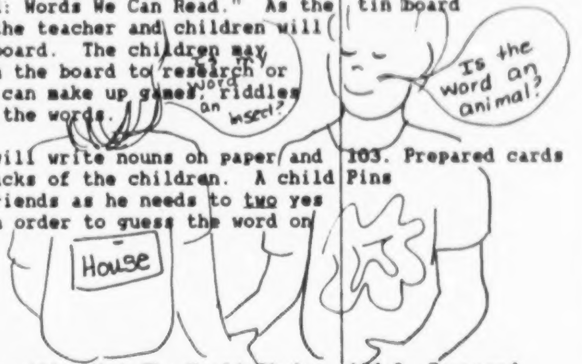
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				which it is eaten. For example: The cat might eat the owl as well as the mouse; so might the red fox. The owl, then, should be placed under the mouse, with the other two animals webbed from the owl. The teacher will ask the children to add other animals they can think of to the web and determine where they should be located.		
	99.B. Each child will draw a picture of a predator or prey to be added to a paper chain.	99.B. R.115$_1$ R.115$_2$ R.115 A.C1$_3$	99.B. R.115$_1$ R.115$_2$ R.115$_3$	99.B. The teacher will have the children create an actual food "chain." For this chain the teacher will provide heavy paper strips cut about 12" long and 4" wide. On this strip, the child will draw a picture of something that eats or something that is eaten. These strips will be stapled as links in a chain, each attached in a logical place.	99.B. Paper strips, 12" x 4" Crayons/markers Stapler Stapler 	99.B. PA O IT
	99.C. The children will name things they might give their mothers that cost nothing.	99.C. R.1.4$_1$ R.C*60$_3$	99.C. R.C*60$_1$ R.C*60$_2$	99.C. The teacher will have the children think about the gifts the mice in the story gave to their mother (a strawberry, a dandelion, a song). Beginning with these three items, the teacher will have the children brainstorm other things they might give their mothers for Mothers' Day that would cost them nothing. From this list, each child will select an idea to develop into an individual project.	99.C. Chart paper or Chalkboard Markers/chalk Other materials depending on ideas HAPPY MOTHER'S DAY	99.C. ESC PA

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
100. Once There Was A Tree	100.A. The children will listen to Once There Was A Tree and name all the animals that used the tree stump for a home.	100.A. E.340 $R.3.4.114_1$ $R.114_2$ $R.C^{*}81.114_3$	100.A. E.250 $R.C^{*}81.114_1$ R.C*81.114 $E.250_2$ R.114 $E.250_3$	100.A. The teacher will read Once There Was A Tree by N. Romanova and will write the names of the animals included on chart paper as the children dictate them.  ONCE THERE WAS A TREE	100.A. Book: Once There Was A Tree by N. Romanova Chart Marker	100.A. O L
	100.B. The children will tell why the stump was special to each animal.	100.B. R.340 $R.3.4_1$ $R.C^{*}66.70.C^{*}81_3$	100.B. $R.C^{*}66.C^{*}70.C^{*}81_1$ $R.C^{*}66.C^{*}70.C^{*}71.C^{*}81.C^{*}82_2$ $R.C^{*}71.C^{*}82_1$	100.B. The teacher will ask the children what each animal liked about the stump. S/he will re-read the story and as each animal is discussed, will write the sentences the children dictated beside each animal name on the chart.	100.B. Book from previous activity Chart Marker	100.B. O L
	100.C. The children will study the illustrations from the book and respond to questions about the art work.	100.C. E.340 $R.3.4.114_1$ $R.114_3$	100.C. A.27.28.29 $R.114_1$ A.C26.27.28.29.40 $R.114_2$ A.C23.25.26.28.29.40 $R.114_3$	100.C. The teacher will show the illustrations from the book and encourage the children to describe the art work of illustrator Gennady Spirin, identifying the foreground, the middle-ground, and the background. (Positive and negative space, visual arts--balance, center of interest.)	100.C. Book from previous activity	100.C. O L

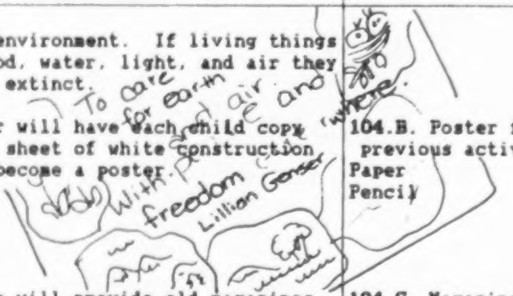
Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	100.D. The children will identify the punctuation mark for the questions at the end of the story.	100.D. E.183$_2$	100.D. E.183$_1$	100.D. The teacher will read pages 20 and 21 and ask if those are telling or asking sentences. Children will be asked to notice what punctuation mark is used after each sentence.	100.D. Book from previous activity	100.D. O L
	100.E. The children will illustrate one of the dictated sentences from the story.	100.E. E.1,30$_1$ E.9,35,36, 37,38,39$_2$ A.C1 E.11$_3$	100.E. A.C28,C29, C37 E.37,38,39$_1$ A.C3,C28, C29,C37$_2$ A.C3,C28, C29,C37 E.40,43,44, 45,46,47$_3$	100.E. The teacher will give each child a sentence from the chart to copy onto a sheet of paper. The children will be asked to illustrate the sentence, remembering to include a background, middle ground, and foreground in their pictures. The teacher will gather pages and staple them together to make a book. If several children are illustrating the same sentence, more than one book can be made. The children can take turns checking out the book to take home and read to their families.	100.E. Sentence on chart from previous activity Crayons Pencils Stapler	100.E. PA
101. Hooray For the Land	101. The children will listen to a tape about children who acted to protect our earth.	101. R.4 E.31$_1$ E.35,36,37, 38,39$_2$ R.C*70,C*81$_3$	101. R.C*70,C*81 E.37,38,39, 83,352$_1$ R.C*70,C*71, C*81,C*82 E.83,352$_2$ R.C*71,C*82 E.C41,42,43, 44,45,46, 47,83,352$_3$	101. The teacher will play the song "The Lambeth Children" by M. Reynolds which describes a group of children who climb a tree to keep it from being cut down. The teacher will ask the children to think about the story told in the song and to explain how they feel about the actions of the children--were they right or wrong? What kinds of problems did they create? What good did they do? The teacher will ask the children to think of something they might do to protect their environment and to write about it in their "Investigations Books."	101. Peace by Peace tape Investigations book	101. L PA

Unit Title The Big Backyard

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
102. "Words We Can Read" Bulletin Board	102. The children will create a "Big Backyard: Words We Can Read" bulletin board.	102. R.C*42,C44$_1$ R.C*42,C44$_2$ R.C*42,C43, C44$_3$	102. R.C*42,C44$_1$ R.C*42,C44$_2$ R.C*42,C44$_3$	102. The teacher will label a bulletin board with "Big Backyard: Words We Can Read." As the unit is studied, the teacher and children will add words to the board. The children may choose a word from the board to research or illustrate. They can make up games, riddles and stories using the words.	102. Prepared bulletin board	102. PA
103. What Am I?	103. The children will ask questions to identify a "mystery" word.		103. R.C*70 E.78,*255$_1$ R.C*70 E.78,*255$_2$ R.C*70 E.78,*255$_2$	103. The teacher will write nouns on paper and pin them to the backs of the children. A child can ask as many friends as he needs to two yes or no questions in order to guess the word on his back.	103. Prepared cards Pins	103. O L
104. The World Pledge	104.A. The children will listen as the teacher reads The World Pledge and explains its meaning.	104.A. R.C*64,C*70, C*81$_3$	104.A. R.C*64,C*70, C*74,C*81, 85 E.77$_1$ R.C*64,C*70, C*74,C*81, 85 E.77$_2$ R.C*74,85 E.77$_3$	104.A. The teacher will print The World Pledge by Lillian Genser on a poster and read it as the children listen. The World Pledge "I pledge allegiance to the world, To cherish every living thing, To care for earth and sea and air, With peace and freedom everywhere." Lillian Genser The teacher will write the words pledge, allegiance, cherish, peace and freedom on chart paper. She will read the definition of these words from a dictionary and have the children paraphrase their meaning. The teacher will point out our responsibility to care for living	104.A. Prepared poster with the World Pledge Chart paper Dictionary	104.A. O L


Is my word an insect?
Is the word an animal?
House

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				things and their environment. If living things cannot get the food, water, light, and air they need, they become extinct.		
	104.B. The children will write The World Pledge.	104.B. E.9,35,36, 37,38,39_2 E.11_3	104.B. E.C33,38,39_1 E.40,43,44, 45,46,47_3	104.B. The teacher will have each child copy the pledge onto a sheet of white construction paper which will become a poster.	104.B. Poster from previous activity Paper Pencil	104.B. PA
	104.C. The children will cut out pictures of living things to decorate their posters.	104.C. R.2,4 E.3,4,25, 290_1	104.C. A.40_2 A.42_3	104.C. The teacher will provide old magazines containing pictures of animals, plants, people, land scenes, sea, air from which children will cut out pictures to decorate their posters. The posters will be shared with other classes or displayed in a public place. Variation: Make a separate picture for each line of the pledge. Use pictures that go with each line to decorate the posters. Staple these into a book.	104.C. Magazines Children's poster from previous activity Scissors Paste	104.C. PA
105. Shadow Box	105. The children will make a shadow box by following written directions.	105. R.C*61,C*63_3	105. R.C*61 A.C27,C28, $C29_1$ R.C*61 A.6,C27,C28, C29,32_2 A.6,C27,C28, C29,32_3	105. The teacher and children will gather outdoor objects and place a collection of these in a center. The teacher will print the following directions on a poster for children to follow in making a shadow box. (A collection of shallow boxes must be collected in advance.) 1. Choose a box. 2. Paint the box and let it dry. 3. Choose some outdoor things to make a design. 4. Glue them on the bottom of the box. 5. Let them dry.	105. Prepared direction sheet Variety of shallow boxes Several colors of tempera paint Collection of outdoor objects Glue	105. PA



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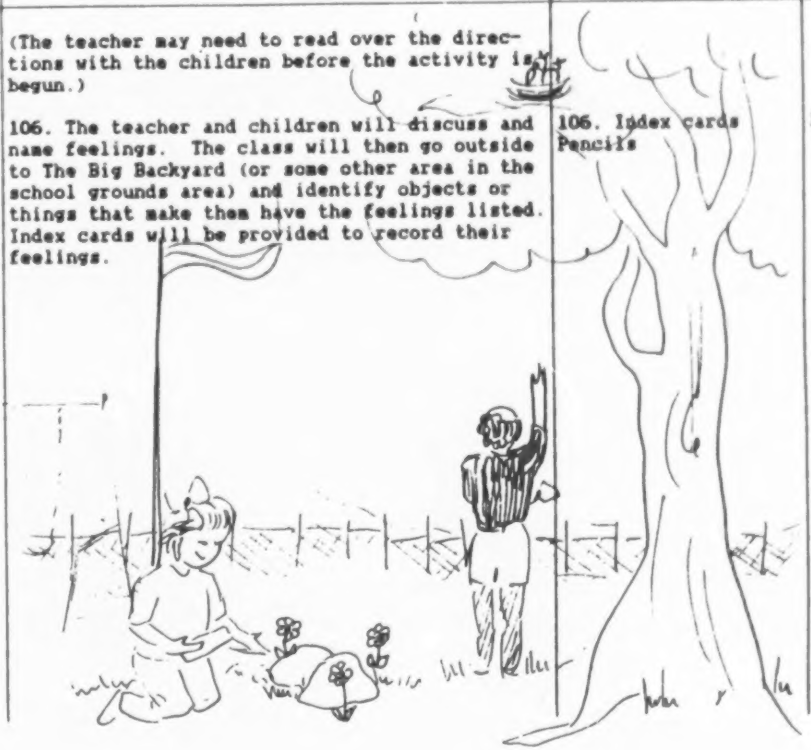
1313

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
106. Feelings	106. The children will identify objects or phenomena that make them have various feelings.	106. R.1.3.4 S.C32_1	106. S.C27_2 S.C27_3	(The teacher may need to read over the directions with the children before the activity is begun.) 106. The teacher and children will discuss and name feelings. The class will then go outside to The Big Backyard (or some other area in the school grounds area) and identify objects or things that make them have the feelings listed. Index cards will be provided to record their feelings.	106. Index cards Pencils	106. PA



BIG BACKYARD

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BIBLIOGRAPHY

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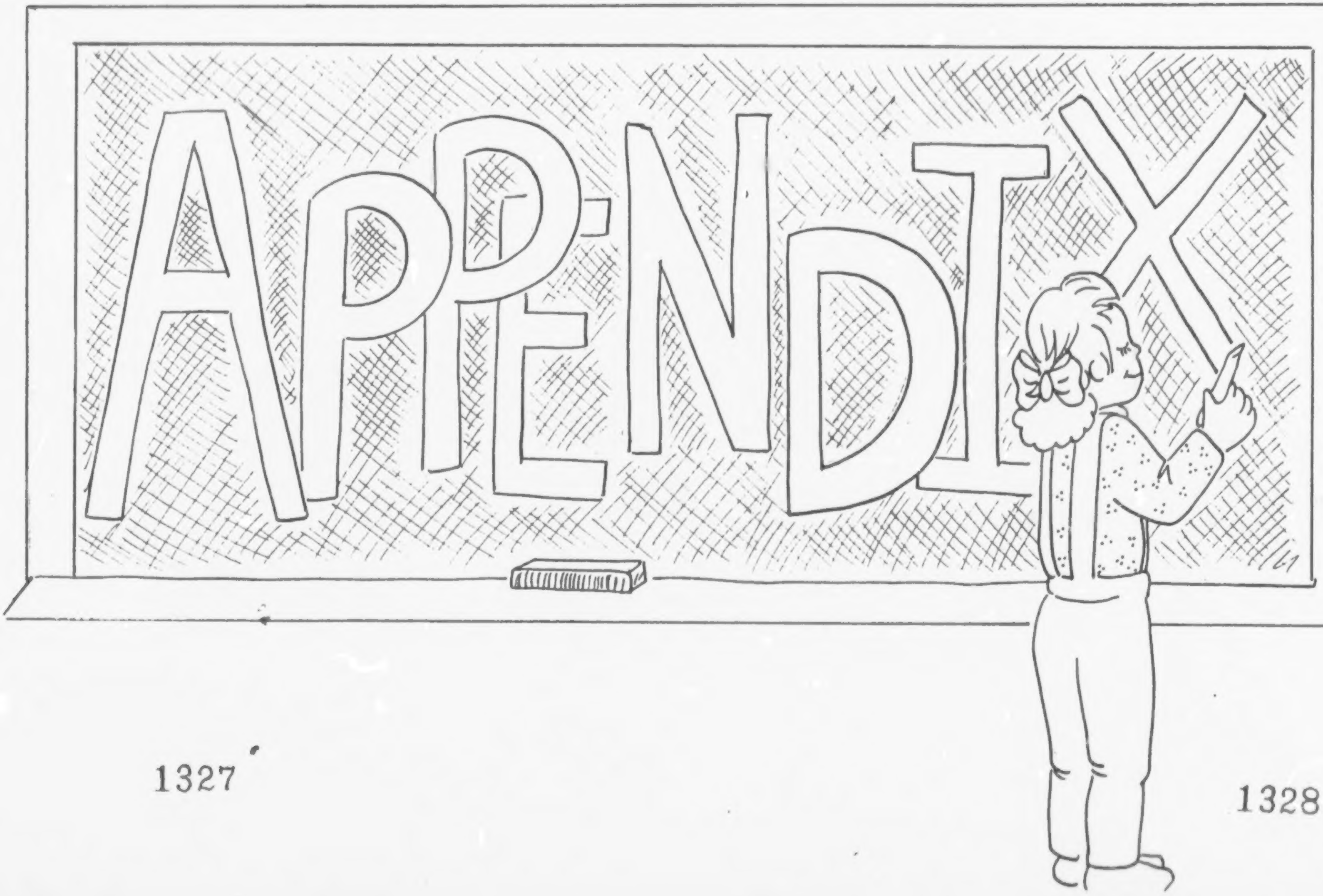

APPENDIX

THE BIG BACKYARD

VOCABULARY

- oxygen
- cycle
- rhinos
- dragon
- conflict
- figurative
- abbreviate
- scientist
- journal
- biologist
- grass
- larva
- specimen
- stems
- fiber
- vegetable
- lavender
- shelter
- mystery
- seal
- idiom
- non-living
- flowers
- bird
- digraph
- insect
- nutrient
- grain
- handicap
- vowel
- chrysalis
- entomologist
- beaver
- water
- environment
- elk
- habitat
- critter cage
- veldt
- carbon dioxide
- resolution
- weaving
- antennae
- evaporation
- circumference
- texture
- butterfly
- diorama
- sunlight
- treasure
- whale
- variety
- creature
- leaves
- seeds
- turnip
- azalea
- fragrance
- egg
- terrarium
- poem
- caterpillar
- search
- enormous
- living
- dandelion
- stimulus
- embryo
- harmony
- roots
- whips
- geranium
- cocoon
- metamorphosis
- condensation
- camel
- food
- ecology
- impala
- photosynthesis
- geology
- heads
- reproduce
- catalpa

Flower Pot Cake

1 large package oreos
1/2 stick of margarine
8 oz. cream cheese
1/4 cup powdered sugar
2 small packages vanilla pudding
1 large carton Cool Whip

Blend margarine, cream cheese, and sugar until smooth and set aside. Blend pudding mixture with cream cheese mixture and fold in Cool Whip. Crush the oreos by rolling them with a rolling pin. Layer the oreos with the cream cheese mixture, beginning and ending with oreos. In the flower pot, put in a colorful artificial flower (and a few gummy worms if desired). Enjoy!

Hopscotch

There are many ways to play Hopscotch. Draw a diagram like the one shown below. Everyone must have a "toy." Player 1 tosses his/her toy into box 1, hops over 1 on one foot and continues hopping on the same foot into squares 1 and 3. Both feet can be put down (one in each square) on squares 4-5. Continue on one foot into 5, put one foot each in 7 and 8. The player then hops back the same way, stopping in square 2, balancing on one foot, and picking up the toy. S/he then hops into square 1 and out of the figure. If no lines were stepped on and no improver feet put onto the ground, Player 1 continuse by throwing the toy into square 2 and completing the same sequence. If a player (standing at the end of square 1) tosses a toy into the wrong square, s/he must put it back into the last box played and stop. The next player then takes a turn. Hands and feet cannot touch a line at any time, or the player must stop. The next player does not have to play a box that someone else's toy is in. That box, however, must be skipped in the hopping. The first player to finish playing all squares is the winner. The most that should play at one time is 4, or the speed of play is too slow to be interesting.

Have You Seen My Sheep?

This game is for ten or more players. It is more fun with many. A Shepherd is chosen by counting out or drawing straws. The other players stand in a circle. The Shepherd walks around the circle and taps one player on the back, saying, "Have you seen my sheep?" "What does it look like," asks Player 2, and the Shepherd describes the lost sheep by saying, "She is wearing blue jeans and a pink watch.," or something appropriate to the player the Shepherd has chosen in his/her mind to be the sheep. The selected player tries to guess the name of the "sheep." When Player 2 guesses right, the Shepherd says, "That's my sheep!" and Player 2 must chase the sheep outside and around the circle. If the chaser catches the sheep before it returns to its place, the lost sheep becomes the Shepherd. If the lost sheep gets there first, then the first Shepherd must keep trying. The Shepherd takes the place of the new Shepherd in the circle.

Lame Wolf

Six or more players are needed. One player is chosen by drawing straws or counting out, to be the Lame Wolf. All other players are Lambs. A big circle is drawn on the ground. This the the Wolf's Den. Another box or circle is made about fifty feet away. This is the Lamb's Pen. Lame Wolf stands inside his/her Den and the Lambs run up to tease him/her, saying, "Lame Wolf, tame wolf, can't catch me." The Lambs then run away. Lame Wolf tries to catch them, but can only run three steps, then must hop on one foot three steps. Any Lamb caught by Lame Wolf, becomes a Lame Wolf, too, and must help to catch the other Lambs. Each time a Lamb is caught, the other Lambs go back to their Pen, and the Lame Wolfs go to their Den. Then the play starts again with the Lambs teasing the Wolves. The last Lamb to be caught is the Winner.

Call Ball

Five or more players can participate. They need a small, soft, bouncing rubber ball. They need a large open space indoors or out. Each player is given a special name (7 players can be the days of the week, 12 the months, etc.), and each player starts with 10 to 50 points depending on the length of time. The first player bounces the ball off the ground or floor as hard as possible, calling out the name of any other player. All the other players, who are grouped around Player 1, must then scatter. The player whose name is called must try to catch the ball before it hits the floor or ground a second time. If successful, that player is up next, and bounces the ball as before. If the player whose name was called does not catch the ball in time, s/he loses a point and calls out "STOP." All the other players must stand still while that person throws the ball at another player (except the one who called his/her name). If a player is tagged with the ball, s/he loses a point and is "Up" as the ball-bouncer. If no player is tagged, then the player who aimed the ball loses another point and the first player continues to be "Up."

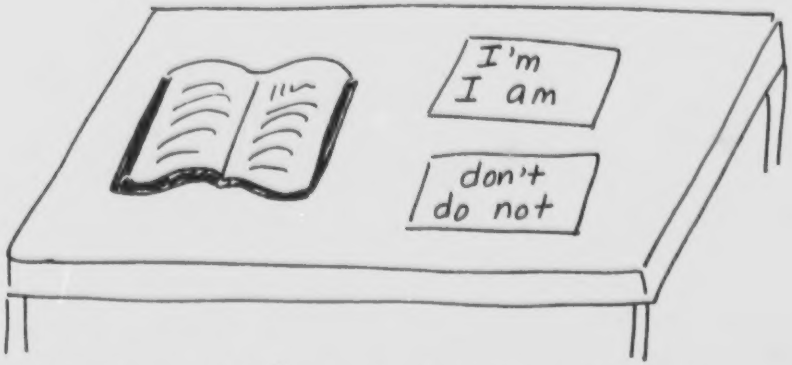
Kick the Can

This game is for 5 to 10 players. One player is chosen as "It". A tree or sturdy marker is made "Home." "It" kicks a tin can as far as s/he can from Home and goes to get it to bring it back Home. While s/he is doing this the other players must hide. As soon as "It" has returned the can, s/he can start looking for the others. When someone is spotted, "It" calls out, "I spy ____________," and names the player noticed. That person then races for Home while "It" tries to beat him/her. If "It" gets their first the other player becomes a Prisoner. If the other player gets there first, the player kicks the can as far as possible. Then "It" must go get it and bring it Home before looking for any more players. The player who kicked the can has time to hide again. If "It" has any Prisoners, one of them must be freed to hide at the same time. The game is over when "It" has captured all the Prisoners.

LEARNING CENTERS

Looking for Spring A. 7

Materials: Book: The Boy Who Didn't Believe In Spring
Paper
Pencil

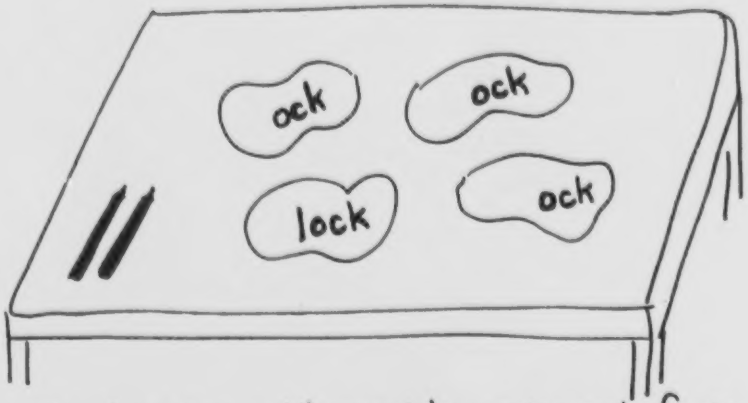


The children will find contractions in the book, write them on paper, and designate the two words that the contractions represent.

See directions Activity 7 (page 35)

Rock Games A.15

Materials: Prepared paper
Grease pencils



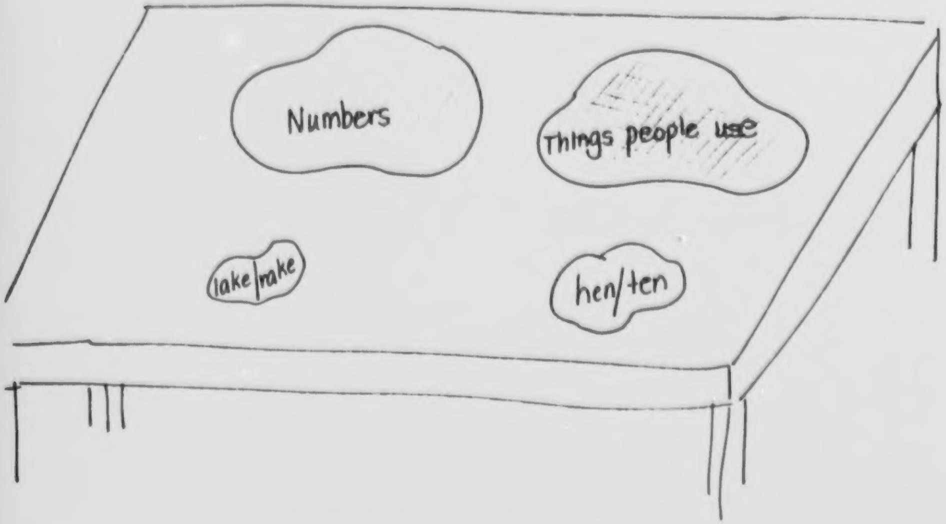
The teacher will provide rocks cut from poster board and laminated with _ock on each one. The children will use grease pencils to write; a consonant to form a new word.

See directions Activity 15 (page 38)

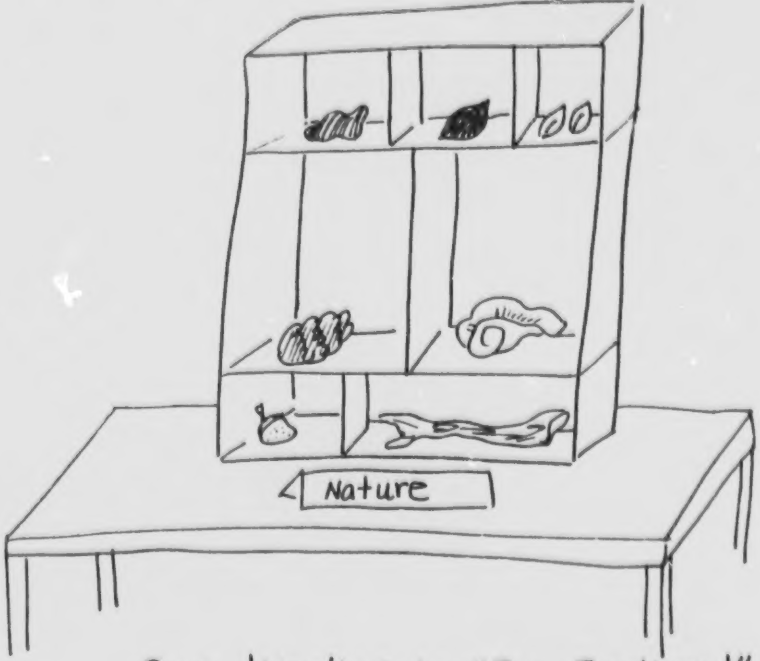
Rock Rhymes A.17

Materials: Poster Board
Marker
Scissors
Rhyming Word List

See directions in "Big Backyard" unit Activity 17.


Numbers
Things people use
lake/rake
hen/ten

Nature Center A.17
Learning Center

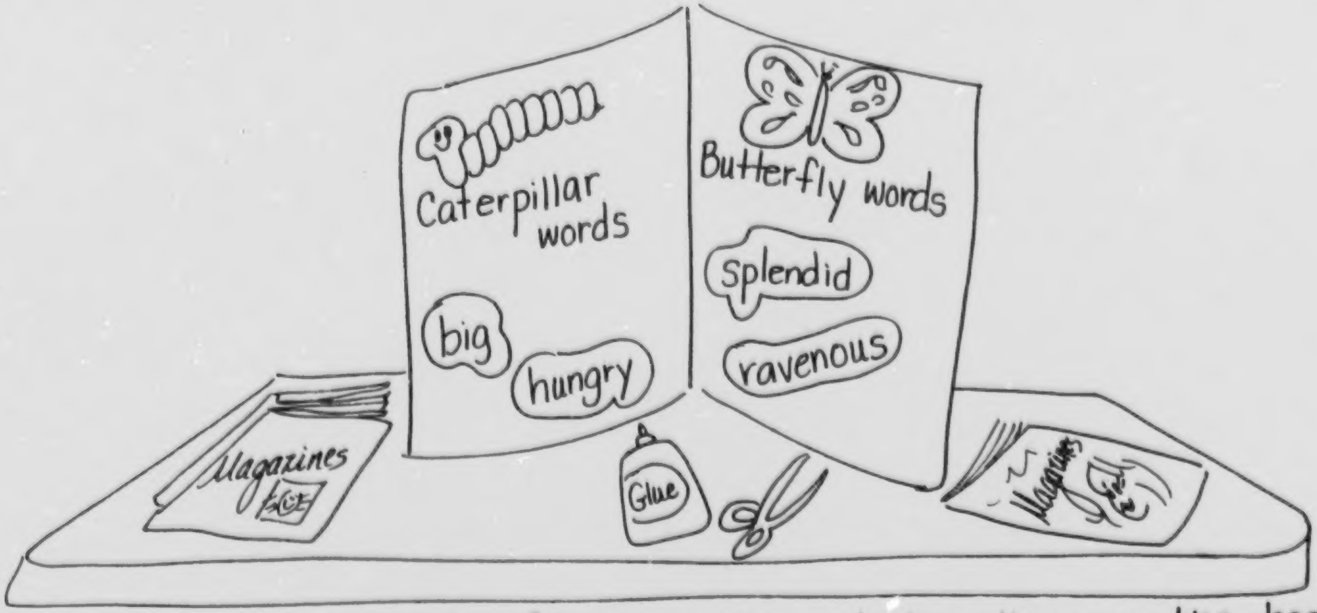


See direction in "Big Backyard" unit Activity 17 Learning Center, in Project Section (page 23).

Materials: Book: My first Nature Book
by A.Wilkes
Prepared chart form
Equipment for each activity

Words that Transform A.29

Materials: Magazines
Caterpillar form
Butterfly form
Scissors
Glue


Caterpillar words
big
hungry
Butterfly words
splendid
ravenous
Magazines
Glue
Magazines

Children will cut words from magazines and place them on the board classified "Caterpillar words" or "Butterfly words". The teacher will explain that when we use worn out "caterpillar" words, we sound less interesting. Unusual, "Butterfly" words transform our writing to be more interesting.

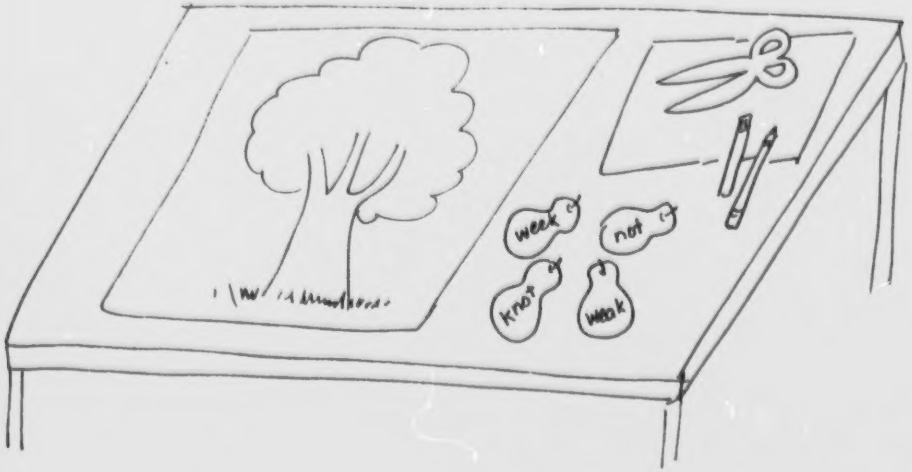
See directions Activity 29 (page 44)

Games Center

Pear Pairs A.50

Materials: Prepared folder
Homonym pear cards
Construction paper
Scissors
Markers

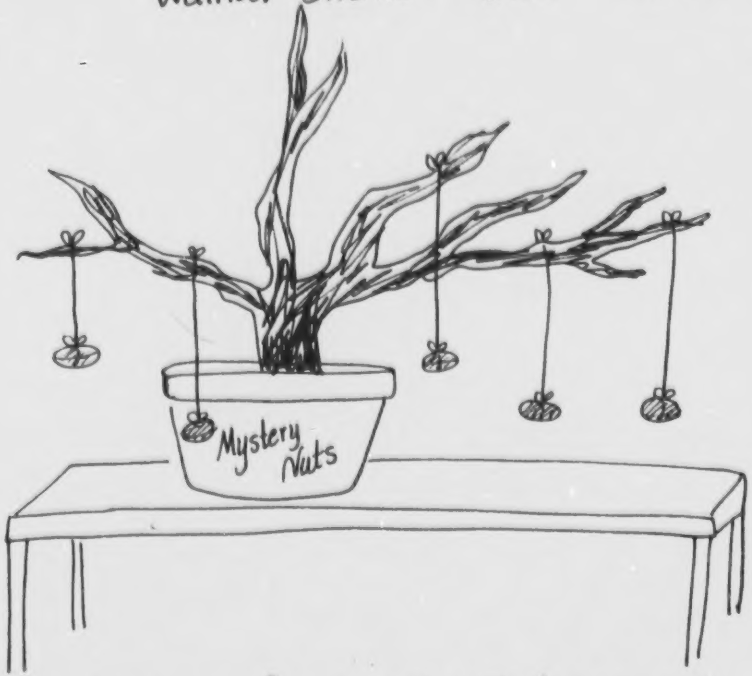
See directions for Activity 50 (page 53)



Language Arts

Mystery Nuts A.51

Materials: Tree branch Soil Clay pot
Prepared messages
Walnut shells Glue Ribbon

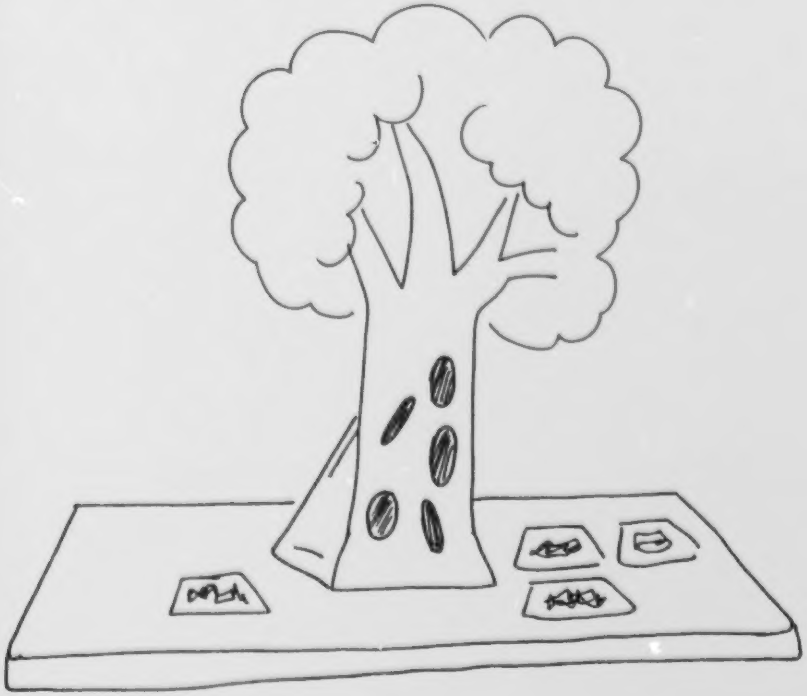


See directions for Activity 51 (page 53)

Tree Hotel A.52

Materials: Prepared poster
Prepared picture cards

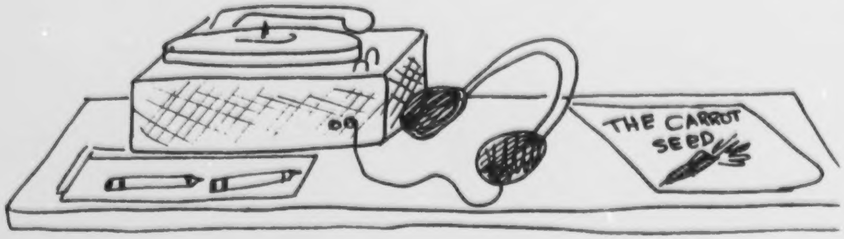
See directions for Activity 52



The Carrot Seed A.57

Materials: Record and book, The Carrot Seed, by R. Krauss
Paper
Pencils
Record player/head phones

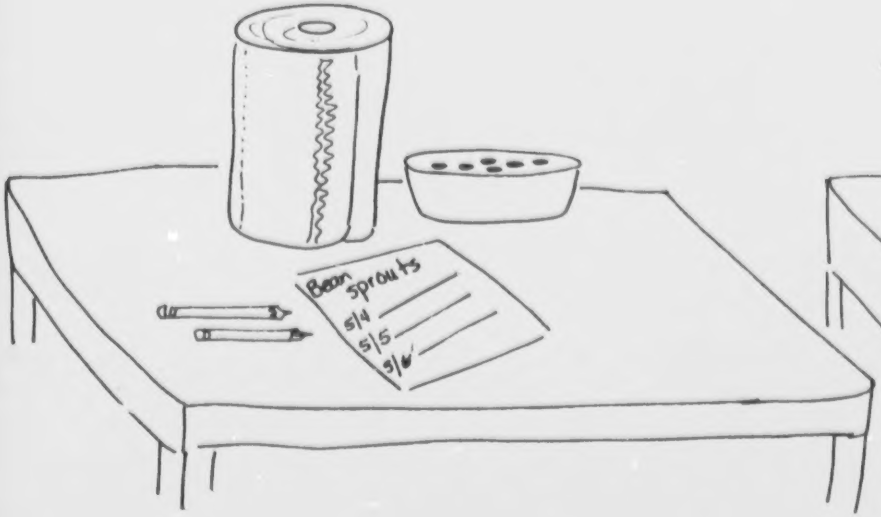
The children will listen as they read the book and write all the contractions they can find and the two words the contractions represent.



Little Sprouts A.58

Materials: Dried beans
Paper towels
Water
Observation sheet
Pencils

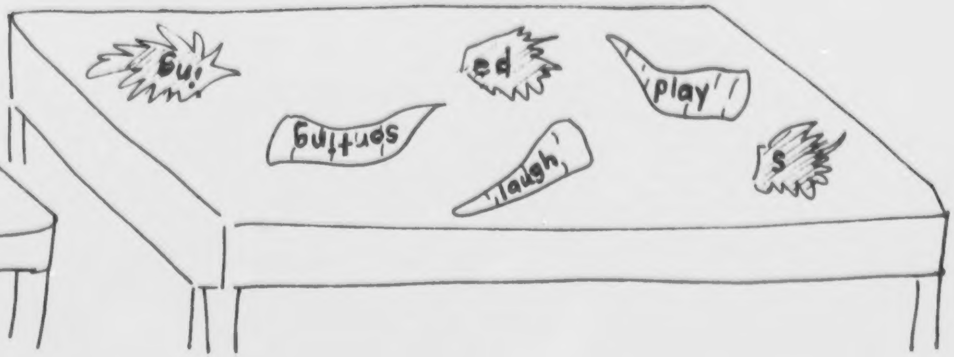
See directions for Activity 58 (page 58)


Bean sprouts
5/4
5/5
5/6

Root Words A.61

Materials: Prepared paper
Carrots

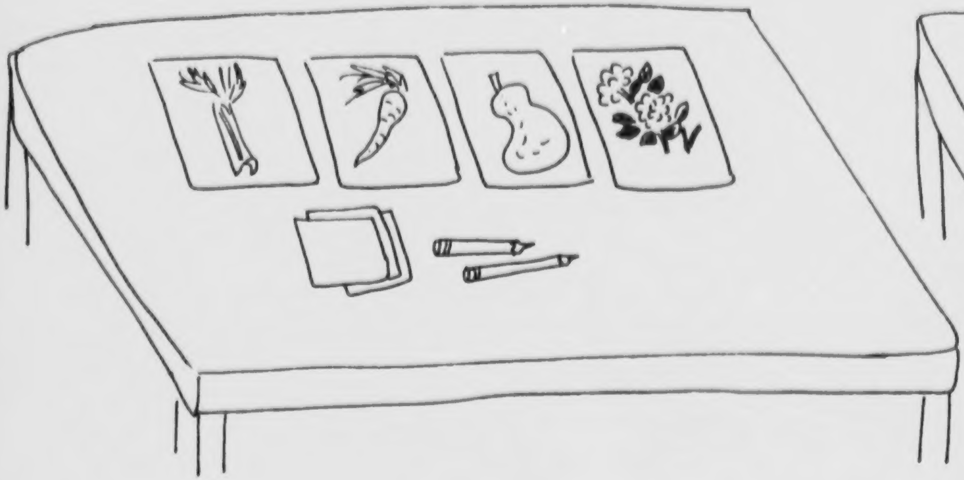
See directions for Activity 61 (page 60)


ing
ed
play
sorting
laugh
s

Celery, Carrot, Gourd, Geranium A.62

Materials: Cutouts Magazines
Paste Small blank cards
Scissors

See direction for Activity 62 (page 60)

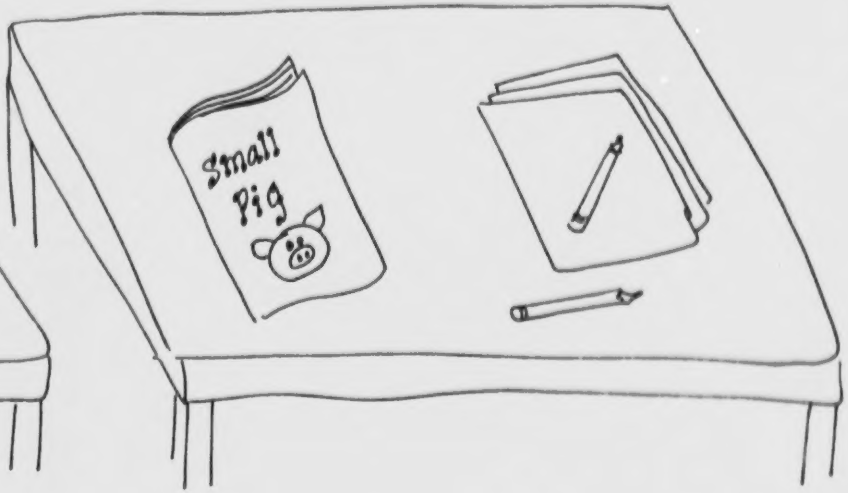


1347

Small Pig A.76

Materials: Book, Small Pig by A. Lobel
Paper
pencils

See directions for Activity 76 (page 71)

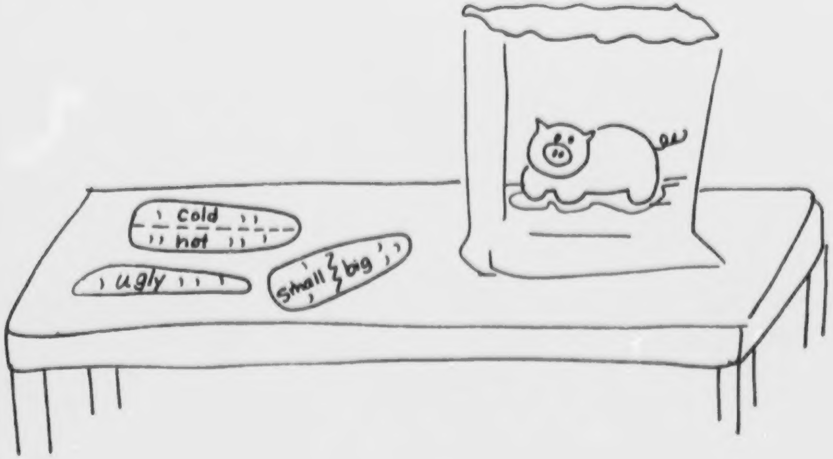


1348

Corn Ears A.77

Materials: Prepared paper ears of corn
Prepared brown envelope

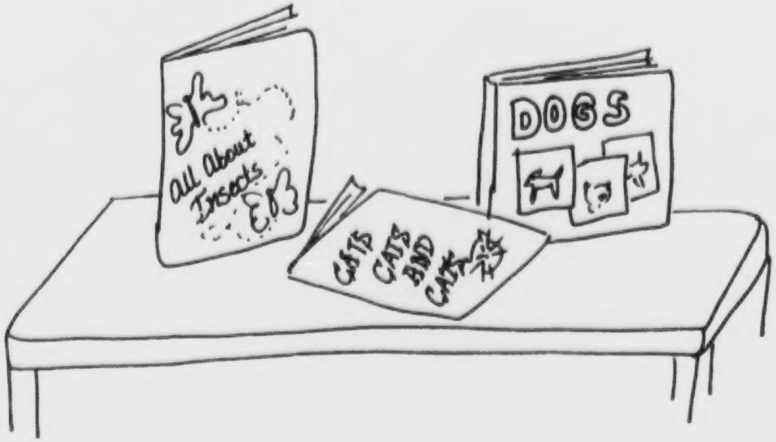
See directions for Activity 77 (page 72).


cold
hot
ugly
small
big

Animal Books A.85

Materials: Books from suggested
book list (page 80)

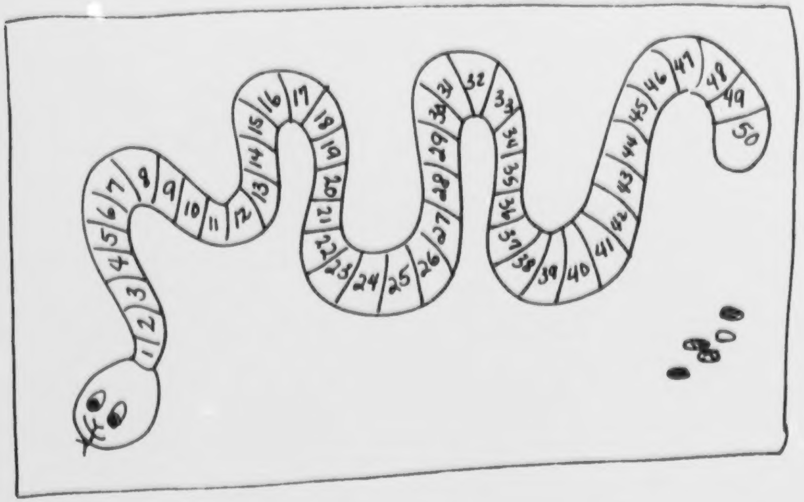
See directions for Activity 85.


All About Insects
CATS CATS AND CATS
DOGS

Snake Sums A.90

Materials: Snake gameboard
Colored chips

See directions for Activity .90 (page 83)


1
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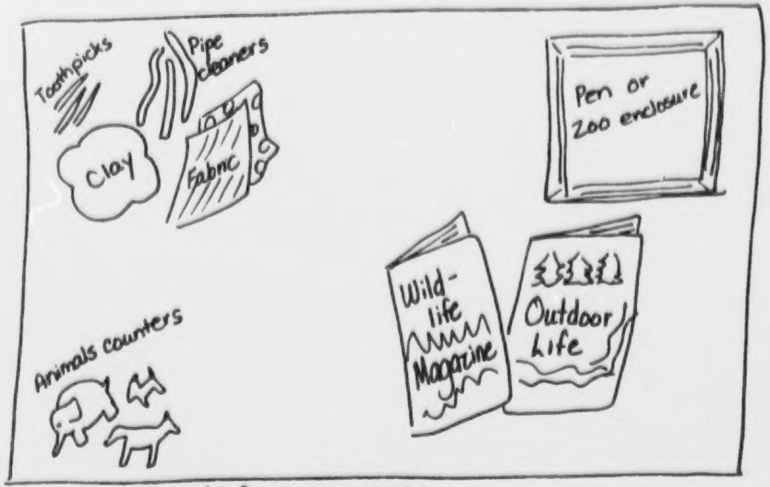
50

Animal Center

Materials: Animal models
Animal pictures and books
Animal counters
Materials to create 3-D animals and habitats (clay, toothpicks, fabrics, pipecleaners, etc.)


Toothpicks
Pipe cleaners
Clay
Fabric
Pen or zoo enclosure
Wild-life Magazine
Outdoor Life
Animals counters

Wildlife magazines
Pictures to cut

Start in "Our Town" unit. Use again in "Big Backyard" and "Investigations" units.

Animal Center Suggestions

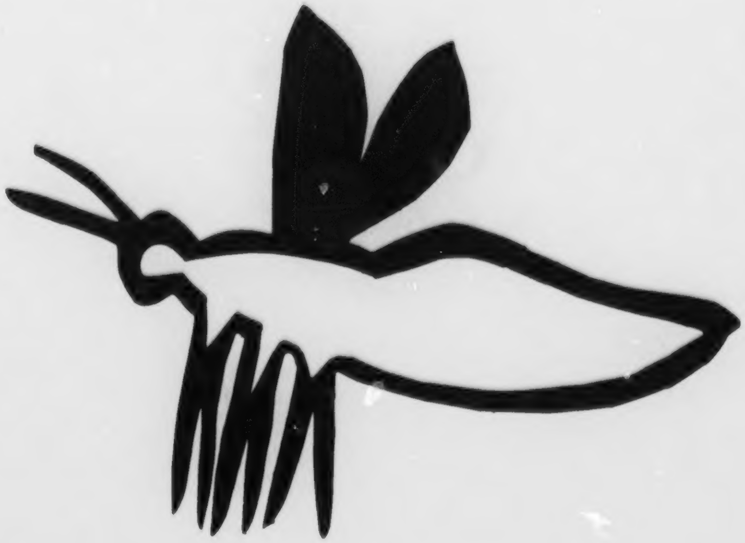
The children can 1. make an animal model and it's habitat; 2. list ways animals help people/ways people help animals; 3. choose an animal picture and write/choose 5 words to describe it; tell about how it feels, moves, makes sounds, etc.; tell whether it would make a good pet or not and why compare it to one's self 4. Choose 2 pictures and tell how the animals are alike and different; 5. Cut apart animal pictures and add/draw other parts to make funny animals 6. Cut out animal an draw its habitat; 7. sort/count animals into pens or zoo enclosures, place value (27 = 2 groups of ten + 8. Classify animals 9. List, draw, and write about animals in "Our Town".

Big Backyard Unit Test I Name ____________________

Materials: 10 cm ruler

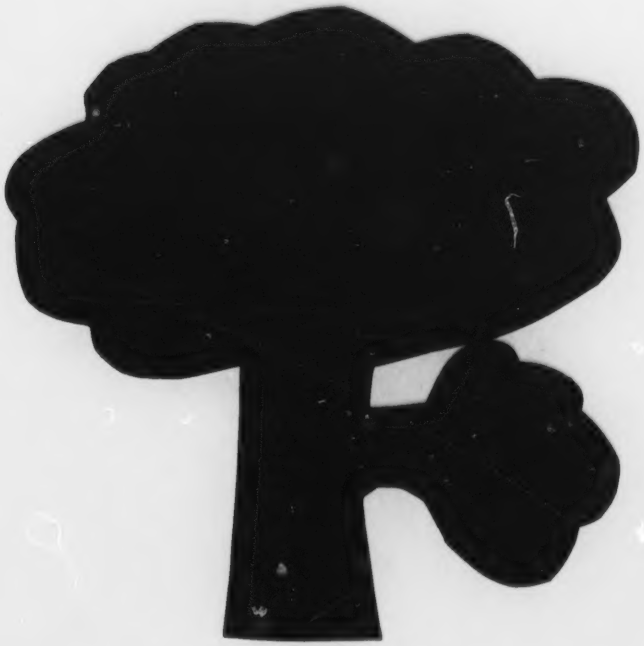
1. Draw four things that animals need to live.

2. Color this insect's head blue
thorax red
abdomen green
legs yellow



food, water, sunlight, shelter

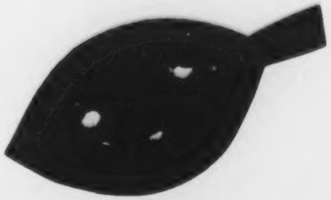
3. Measure the height of this tree using centimeters. The tree is ___________ cm tall.



4. Circle the living things.

bee rock bird flower

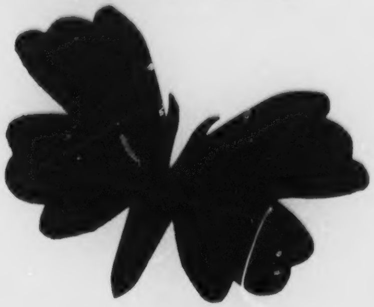
5. Draw what goes inside the box.



egg

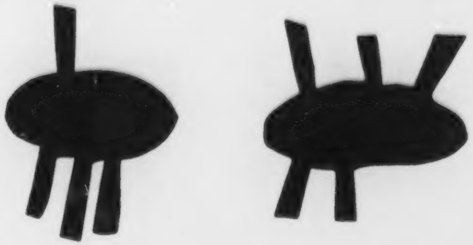
caterpillar

chrysalis



butterfly

6. How many legs do insects have? _____
These insects are missing some legs.
Write a number sentence to show how
many legs are on these insects.



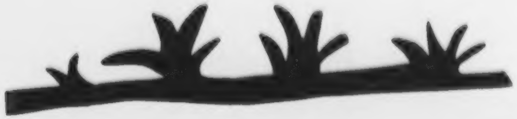
How many legs are missing? __________

7. Circle the r-controlled words:

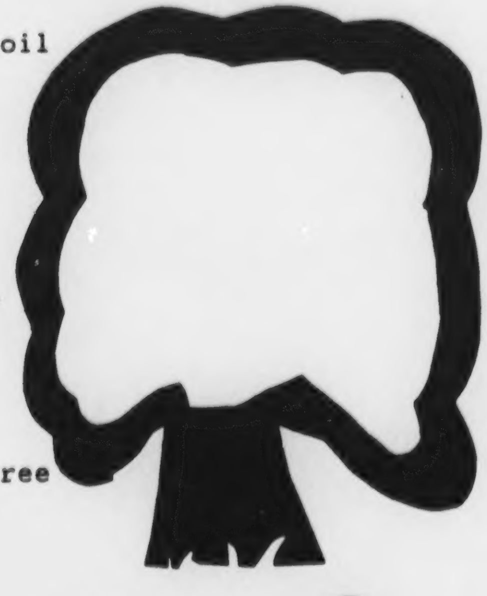
bird	table
coin	caterpillar
horse	book
car	search

7. Draw an animal that lives in these habitats.

water



soil



tree

Big Backyard Unit Test II Name: ______________________

Materials: ruler (inches)

1. Circle four things that animals need to live:

tent	water
sunlight	toys
shelter	clothes
cars	food

2. What are the parts of an insect?

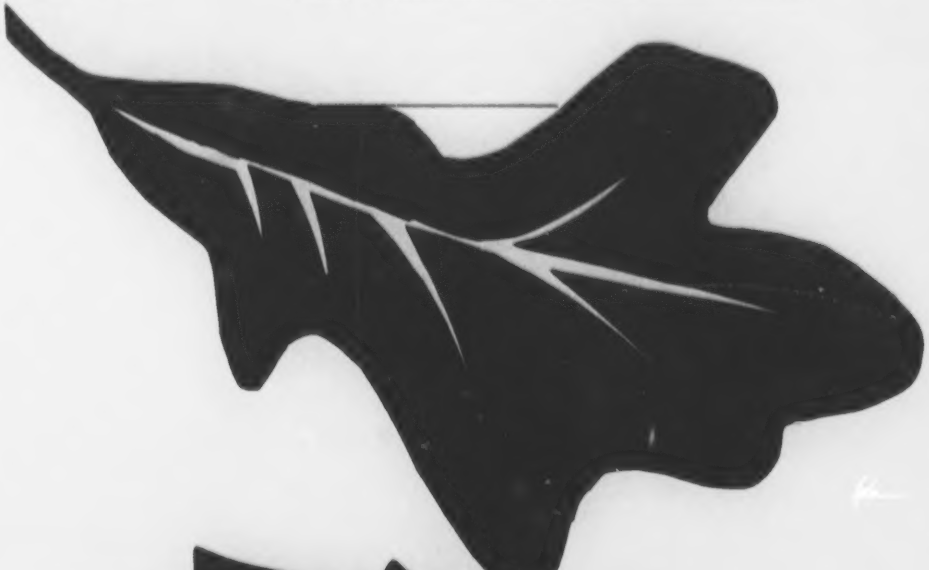
   1.

   2.

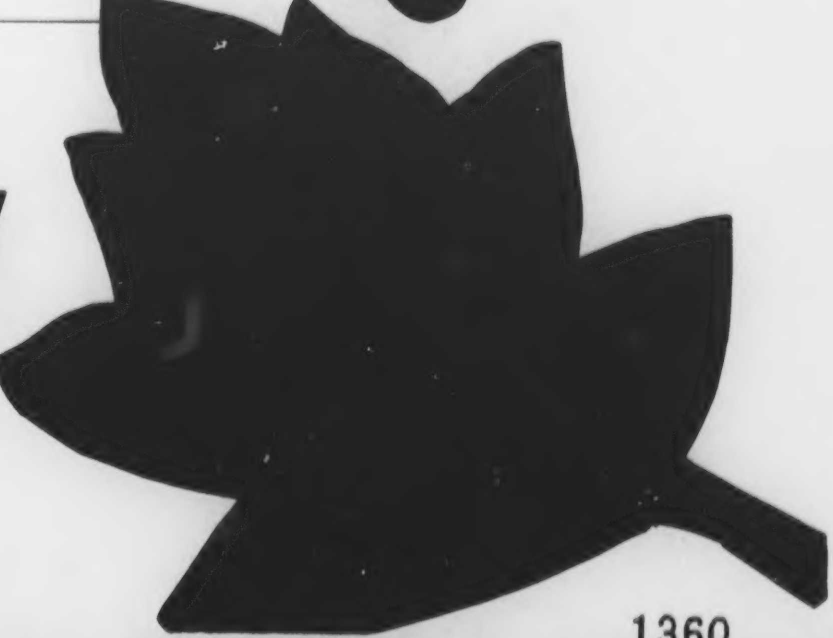
   3.

3. Measure these leaves to the closest half inch.

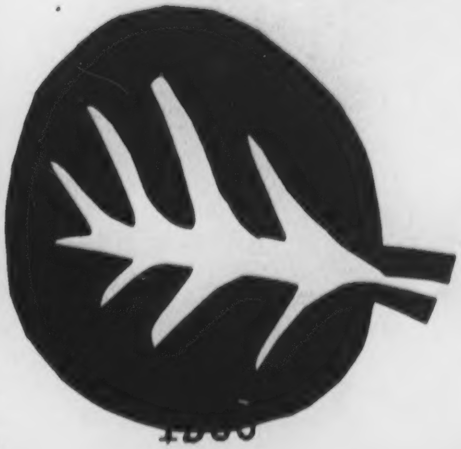
____



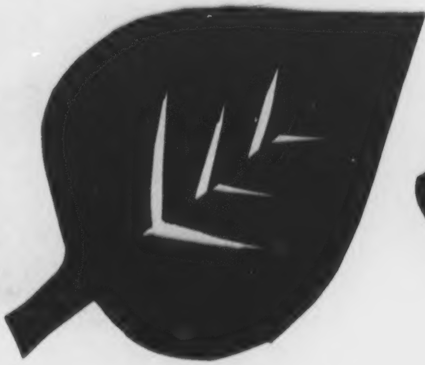
____



____



____



4. Draw parts of a flowering plant.

5. What happens to a seed that

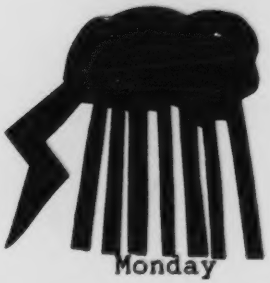
1. grows without water? ____________

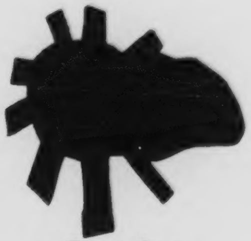
____

2. grows without light? ____________

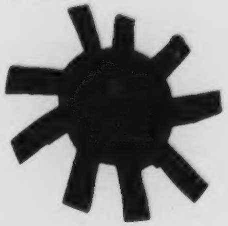
____

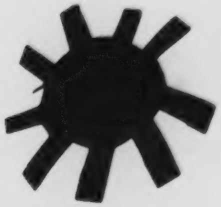
6. What was the weather like on Monday, the 19th?

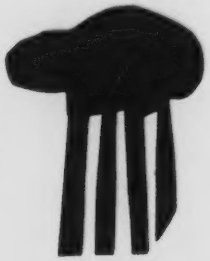

Monday


Tuesday

Wednesday


Friday


Saturday


Sunday

7. What are the stages of metamorphosis of a butterfly?

____________ ____________ ____________ ____________

8. Fill in the missing letters of the days of the week.

S_nday M_nday Tuesd_ _ _e_n_sday Th_rsday
Fr_day S_ _ _ _ day

9. Circle the sentences that are true.

   a. Both plants and animals need food.

   b. Animals and plants stop growing at night.

   c. People eat animals and plants.

   d. Animals and plants move.

10. Circle the words that mean more than one.

plants

dandelion

roots

fiber

leaves

insect

seed

turnips

Big Backyard Unit Test III Name: ______________________

Materials: ruler (inches)

1. Name the five things that animals need to live.

    1.

    2.

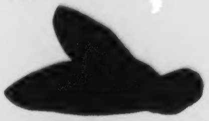
    3.

    4.

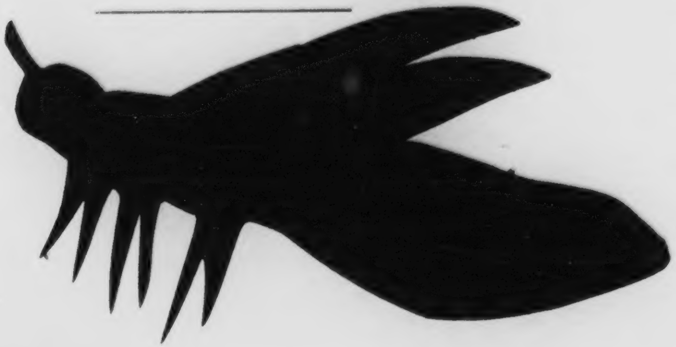
    5.

2. Draw an insect and label the different parts of its body.

3. Measure the length of these insects to the nearest quarter inch.



____



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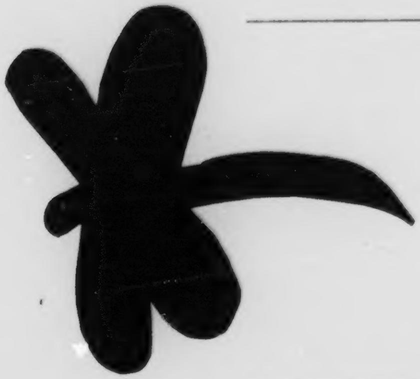
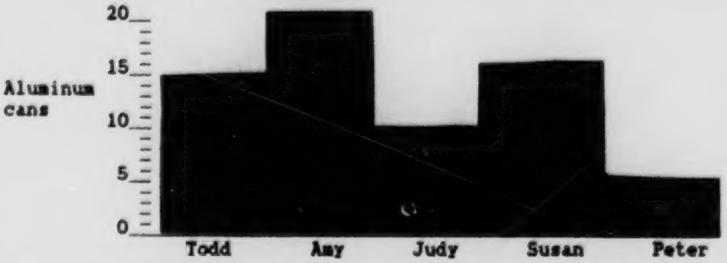


____

4. Children found the following things in the backyard.



How many aluminum cans did Amy find?

_____

How many aluminum cans did the children find together? ____________

5. Draw the parts of a seed.

6. Describe a habitat in which each of these animals could be found.

lion ______________________________

ground hog ______________________________

whale ______________________________

7. Choose the most suitable title for this story.

   1. The Robin Family
   2. Worms
   3. The Abandoned Mansion

There was a beautiful green forest behind an abandoned mansion. A robin family lived there in a tall, tall pine tree. Every morning the mother bird flew around to look for some worms for its babies to eat. All spring long the birds ate big, juicy worms and they learned to fly. Then the mother and father bird said: "It's time for you to fly to the big wide world now."

8. Put these words in alphabetical order by numbering them.

___. soil
___. water
___. plant
___. seed
___. trowel
___. sun

9. What happens in

condensation? ______________________
____
____

evaporation? ______________________
____
____

10. In what way are plants important to people?

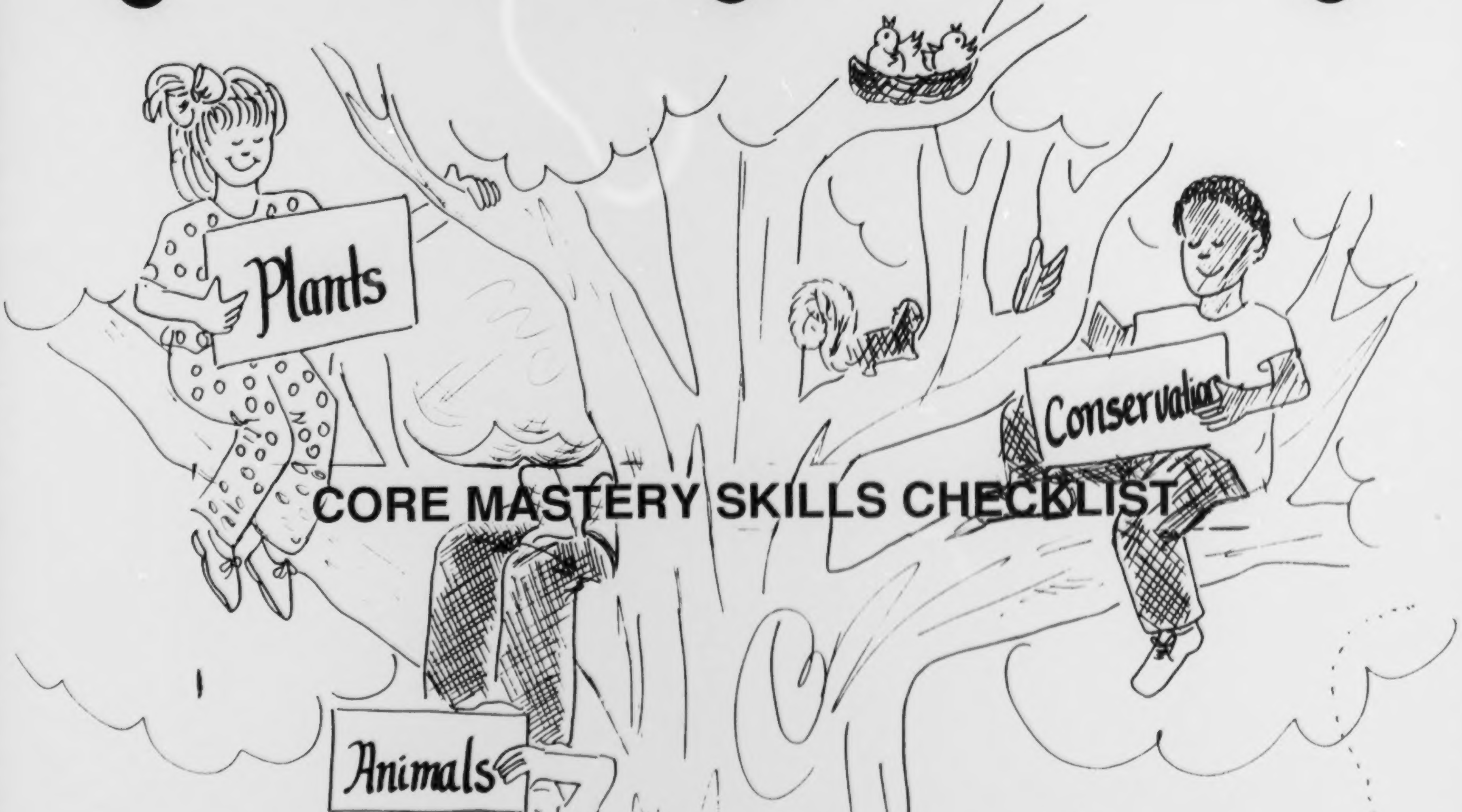
1. ________________________________
____
____

2. ________________________________
____
____

11. Change the words into plurals.

seed ______________________________
leaf ______________________________
bird ______________________________
antenna ___________________________

CORE MASTERY SKILLS CHECKLIST


Plants
Conservation
Animals

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - SCIENCE

C32 Identify objects-substances by using the five senses	
C38 Arrange objects in order from smallest to largest	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - SCIENCE

C7 Observe differences between plants and animals	
C39 Distinguish between objects made of one material and those made of more than one material (mixtures)	
C64 Classify objects according to their sizes, positions, and motion with respect to the observer	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - MATH

C*3 Identify numerals 0 to 99	
C7 Identify the meaning of numbers 0 to 20	
C8 Write numerals 0 to 20	
C15 Identify cardinal numerals to indicate how many objects are in a given set (0 to 20)	
C17 Identify ordinal numbers to indicate the position of an object in a row (first-fifth)	
C18 Identify the number of 10's and ones for a given 2-digit number	
C35 Extend visual, auditory/physical pattern	
C*55 Add 1- and 2-digit numbers without regrouping	
C56 Indicate instant recall for the basic addition facts with sums no larger than 10	
C*63 Subtract one-digit numerals	
C64 Indicate instant recall for the basic subtraction facts with numerals no larger than 10	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - MATH (Page 2)

C134 Identify a penny, nickel and dime from a set of coins or pictured sets of coins	
C*138 Identify correct time using pictures of clocks showing specified times to the hour	
C*139 Identify the relationship between days and weeks	
C*217 Identify square, circle, triangle and rectangle from a given group of shapes	

● No sign of this

/ Is beginning to model this

/ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 2 - MATH

C*4 Identify numerals 100 to 999	
C*9 Write numerals 21 to 100	
C19 Identify ordinal numbers to indicate position of an object in a row (sixth - tenth)	
C*21 Identify number words eleven to twenty	
C*57 Add 2-digit numbers with and without regrouping	
C66 Indicate instant recall of basic subtraction facts with numbers 11 to 19	
C140 Identify the value of a set of pennies, nickels and dimes not to exceed the value of 50¢	
C*141 Identify the correct time using pictures of clocks showing a specified time to the half-hour	
C*144 Measure using an inch or centimeter	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MATH

C*5 Identify numerals 1000 to 9999	
C10 Read 3- and 4-digit numerals	
C*22 Identify number words to 9999	
C26 Identify place value of a given digit in a 4-digit numeral	
C*58 Add two or three 3-digit numbers with and without regrouping	
C*65 Subtract 2-digit numbers with and without regrouping	
C*67 Subtract 3-digit numbers with and without regrouping	
C*70 Multiply 2 numbers using basic facts through 5 x 9	
C*75 Divide 2 numbers using basic facts through 45 ÷ 9.	
C*145 Identify the value of a set of coins through $1.00 (pennies, nickels, dimes, quarters)	
C*146 Make change for $1.00	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MATH (Page 2)

C*147 Identify the correct time using pictures of clocks showing a specified time to the quarter hour	
C*150 Measure using 1/2 inch	
C*153 Indicate the volumn of a given container to the nearest cup, pint, quart, gallon, milliliter, liter.	
C*175 Solve addition, subtraction, multiplication and division word problems by whole numbers	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - ENGLISH

C33 Produces lower case letters from memory	
C34 Produces upper case letters from memory	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - ENGLISH

C346 Write complete declarative sentence	
C347 Write complete interrogative sentence	
C*357 Arrange simple sentences in sequential order	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - HEALTH

C11 Select wholesome snacks	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - ART

C1 Produce drawings to create recognizable images	
C5 Produce a three-dimensional object from plastic material (i.e., modeling clay or paper)	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 1 - READING

C*33 Recognize antonymns and synonymns in words	
C42 Recognize words on a word list for reading instruction and on vocabulary list for reading functional literacy skills (difficulty increases)	
C44 Recognize words and phrases from basic reading texts (basal list, language experience stories, etc.) (difficulty increases)	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - READING

C*33 Recognize antonyms and synonyms in words	
C*42 Recognize words on a word list for reading instruction and on vocabulary list for reading functional skills (difficulty increases)	
C*43 Recognize sight words and phrases from language experience stories and in directions within the school environment	
C44 Recognize words and phrases from basic reading texts (basal list, language experience stories, etc.) (difficulty increases)	
C*60 Match words and phrases with their literal meanings (difficulty increases)	
C*61 Follow written directions	
C*63 Determine sequence in written materials	
C*64 Identify main idea - explicit	
C*66 Identify supporting details - explicit	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - READING (Page 2)

C*70 Draw/support conclusions	
C*81 Identify character traits, motives and feelings	
C*87 Alphabetize to second letter to locate information	
C*105 Identify table of contents of a book	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

CORE MASTERY SKILLS CHECKLIST
LEVEL 3 - MUSIC

C1 Respond to a basic beat	

● No sign of this

/ Is beginning to model this

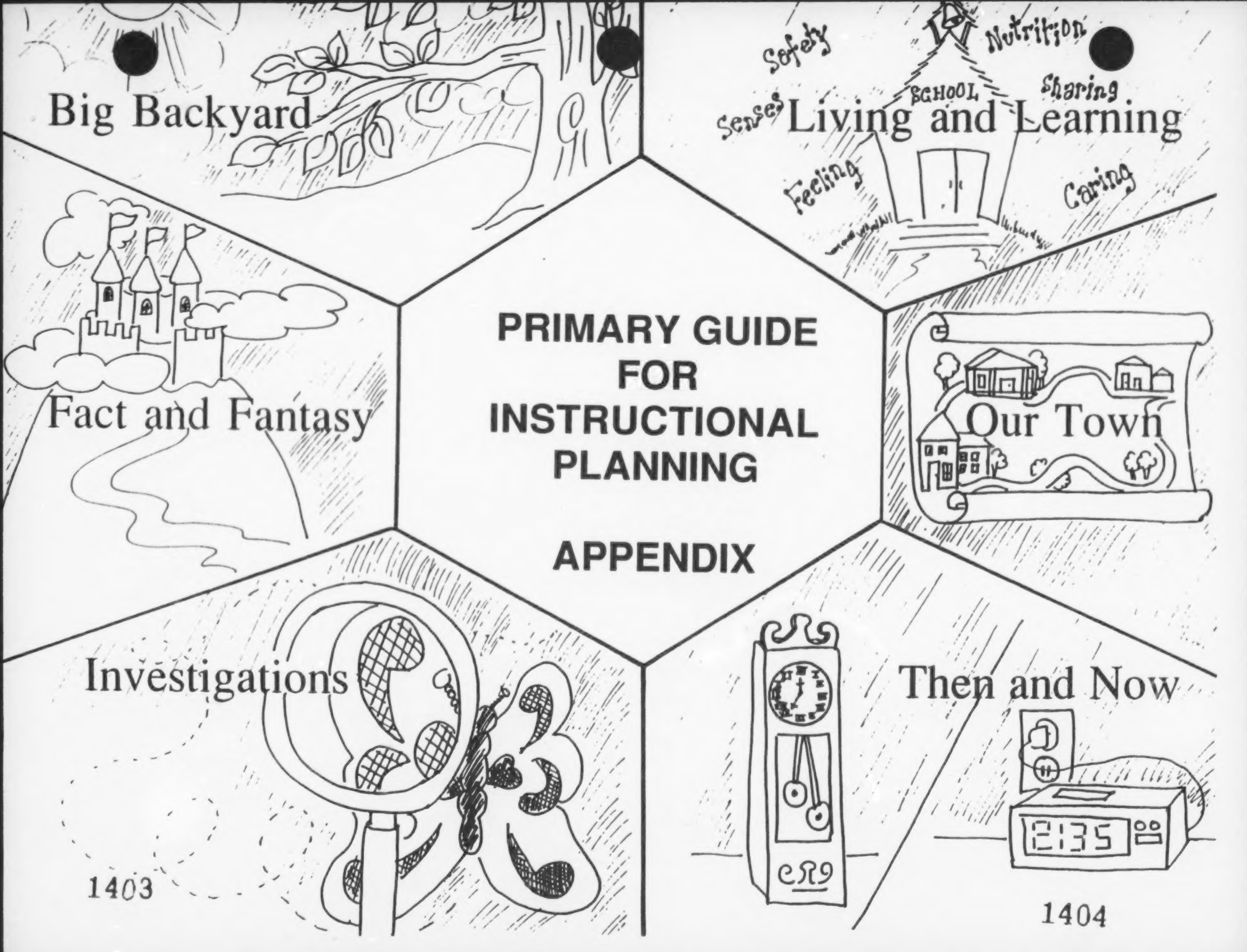
✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

PRIMARY GUIDE FOR INSTRUCTIONAL PLANNING

APPENDIX


Big Backyard
Safety
Nutrition
SCHOOL
Sharing
Senses
Living and Learning
Feeling
Caring
Fact and Fantasy
Our Town
Investigations
Then and Now
2:35

1403

1404

TEACHER RESOURCE MATERIALS

Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. (1985). Becoming a Nation of Readers: The Report of the Commission on Reading. Washington, DC: The National Institute of Education.

Baratta-Lorton, M. (1976). Mathematics Their Way. California: Addison-Wesley, 1976.

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Bird, B. (Ed.). (1989). Becoming a Whole Language School. Katonak, NY: Richard C. Owen Publishers, Inc.

Burns, M. (1989). Mathematics with Manipulatives. Video tape series. Rochelle, NY: Cuisenair Company of America, Inc.

Burns, M., & Tank, B. (1988). A Collection of Math Lessons from Grades 1 Through 3. The Math Solution. (Distributed by Cuisenair Company of America, New Rochelle, NY.)

Calkins, L. M. (1986). The Art of Teaching Writing. Portsmouth, NH: Heinemann Educational Books, Inc.

Cambourne, B. (1988). The Whole Story. New York: Scholastic, Inc.

Chenfeld, M. B. (1983). Creative Activities for Young Children. New York: Harcourt Brace Jovanovich, Inc.

Coombs, B., & Harcourt, L. (1986). Explorations 1. Ontario, Canada: Addison-Wesley.

Cutting, B. (1988). Language is Fun. San Diego: Applecross Limited.

Cutting, B. Getting Started in Whole Language. San Diego: Applecross Limited.

Davidson, N. (Ed.). (1990). Cooperative Learning in Mathematics. California: Addison-Wesley.

DeBruin, J. (1986). Creative Hands-On Science Experiences. IL: Good Apple, Inc.

Evans, J., & Moore, J. E. (1985). How To Make Books With Children. Monterey, CA: Evan-Moor Corporation.

Forseth, S. D. (1984). Creative Math/Art Activities for the Primary Grades. New Jersey: Prentice-Hall, Inc.

Fulwiler, T., & Young, A. (Eds.). (1990). Programs That Work: Models and Methods for Writing Across the Curriculum. Portsmouth, NH: Boynton/Cook Publishers.

Gamberg, R., Kuak, W., Hutchings, M., Altheim, J., & Edwards, G. (1988). Learning and Loving It: Theme Studies in the Classroom. Portsmouth, NH: Heinemann Educational Books, Inc.

Goodman, K. (1986). What's a Whole in Whole Language? Portsmouth, NH: Heinemann Educational Books, Inc.

Goodman, K. S., Goodman, Y. M., & Hood, W. J. (1989). The Whole Language Evaluation Book. Portsmouth, NY: Heinemann.

Graves, D. H. (1989). Investigate Nonfiction: The Reading/Writing Teacher's Companion. Portsmouth, NH: Heinemann Educational Books, Inc.

Graves, D. H. (1983). Writing: Teachers and Children at Work. Exeter, NH: Heinemann Educational Books.

Hall, N. (Ed.). (1989). Writing with Reason. Portsmouth, NH: Heinemann Educational Books, Inc.

Harlan, J. (1980). Science Experiences for the Early Childhood Years. (2nd ed.). Ohio: Charles E. Merrill Publishing Co.

Jenkins, C. A., & Savage, J. F. (1983). Activities for Integrating the Language Arts. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Johnson, T. D., & Louis, D. R. (1990). Bringing It All Together: A Program for Literacy. Portsmouth, NH: Heinemann Educational Books, Inc.

Katz, L. G., & Chard, S. C. (1989). Engaging Children's Minds: The Project Approach. Norwood, NJ: Ablex Publishing Corporation.

Markle, S. (1980). Primary Science Sampler. California: The Learning Works.

Massam, J., & Kulik A. (1986). And What Else? Mt. Eden, Auckland, New Zealand: Shorthand Publications Limited.

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Rockwell, R., Sherwood, E., & Williams, R. (1986). Hug a Tree. Maryland: Gryphon House, Inc.

Routman, R. (1988). Transitions: From Literature to Literacy. Portsmouth, NH: Heinemann.

Shaw, J. M. (1990). Exploring Mathematics: Activities for Concept and Skill Development. Glenview, IL: Scott-Foresman.

Stenmark, J. K., Thompson, V., & Cossey, R. (1986). Family Math. California: The University of California.

Timothy, S. (Ed.). (1990). Reading and Writing Together: New Perspectives for the Classroom. Norwood, MA: Christopher-Gordon Publishers, Inc.

Cassette Tapes

Backward Land by Hap Palmer. Hap-Pal Music, Inc. Topanga, CA.

Can You Sound Just Like Me? by Red Grammer. Smilin' Atcha Music. Chester, NY.

Captured "Live" and in the Act by Barry L. Polisar. Rainbow Morning Music. Silver Spring, MY.

Corner Grocery Store by Raffi. Troubadour Records, Ltd. Willowdale, Ontario, Canada.

Diamonds and Dragons by Charlotte Diamond. Charlotte Diamond Music. Vancouver, B.C., Canada.

50 Ways to Fool Your Mother by Bill Haley. Round River Records. Seeknok, MA.

Fred Penner's Place by Fred Penner. Oak Street Music Inc., Winnipeg, MB., Canada.

How to Think by Steve Allen. Gifted and Talented Publications, Inc. Sewell, NJ.

Music is Everywhere by Jim Henson's Muppet Babies. Hensen Associates, Inc.

Peace is the World Smiling by Music for Little People. Music for Little People. Redway, CA.

The Polka Dot Pony by Fred Penner. Troubadour Records, Ltd. Willowdale, Ontario, Canada.

Sillytime Magic by Joanie Bartels. Discovery Music. Sherman Oaks, CA.

Smorgasbord by Sharon, Lois & Bram. Elephant Records. Toronto, Ontario, Canada.

Stay Tuned by Sharon, Lois & Bram. Elephant Records. Toronto, Ontario, Canada.

Teaching Peace by Red Grammer. Smilin` Atcha Music. Chester, NY.

Thumbprints, Too by Bev Bos. Turn the Page Press. Roseville, CA.

Touch a Hand Make a Friend. Kids' Records. Toronto, Canada.

Two Hands Hold the Earth by Sara Pirtle. A Gentle Wind. Albany, NY.

RECORDS

Body Jive by Ambrose E. Brazelton. Activity Records, Inc. Freeport, NY

Creative Moods by Steve Wienecke. Melody House Publishing Company. Oklahoma City, OK.

Holiday Songs by Jill Gallina. Kimbo Educational. Long Branch, NJ.

I Am Special Just Because I'm Me by Thomas Moore. Thomas Moore Records. Charlotte, NC.

Learning Basic Skills Through Music; Vocabulary by Hap Palmer. Activity Records, Inc. Freeport, NY.

Learning Basic Skills Through Music; Health and Safety by Hap Palmer. Activity Records, Inc. Freeport, NY.

My World is Round by Hugh & Cordelia Bennett. Melody House Publishing Co. Oklahoma City, OK.

On the Move With Greg and Steve by Greg Scelsa and Steve Millang. Youngheart Records. Los Angeles, CA

Ring Around a Rosy by Talespinners for Children. Springboard International Records, Inc. Rahway, NJ.

Rosenshontz by Gary Rosen and Bill Shontz. RS Records. Brattleboro, VT.

Sally the Swinging Snake by Hap Palmer. Activity Records, Inc. Freeport, NY.

This is Rhythm by Ella Jenkins. Folkway Records. New York, NY.

We All Live Together, Vols. 1, 2, 3, and 4 by Steve Millang and Greg Scelsa. Youngheart Music Education Service. Los Angeles, CA.

INFORMAL TEST

This test is to be administered at the beginning and at the end of the unit. Add the scored pictures to the child's portfolio. Administer the test at least two more times during the year. (Just before Christmas and at the end of the school year are good times.) Look for an increase in the amount of detail the child includes in the picture as the year progresses.

GIVE THE FOLLOWING DIRECTIONS TO THE CHILDREN:

> "I would like for you to draw the best picture of yourself that you can draw. Take your time and do your best work."

SCORE THE PICTURES AS FOLLOWS:

1 point --For recognizable person.
1 point --For face with features.
1 point --For two eyes.
1 point --For a mouth.
1 point --For a nose.
1 point --For hair.
1 point --For a neck.
1 point --For a body.
1 point --For arms.
1 point --For legs.
1 point --If arms are attached to body.
1 point --If legs are attached to body.
1 point --For hands.
1 point --For feet.
1 point --If hands have fingers.
1 point --If feet have toes.
1 point --If the person is wearing clothes.
1 point --For a shirt.
1 point --For a pair of pants, shorts, etc.
2 points--For a dress, bathing suit, or other one-piece clothing.
1 point --For buttons.
1 point --For pockets on upper-torso clothing.
1 point --For pockets on lower-torso clothing.
1 point --For buttons.
1 point --For zipper.
1 point --For each detail on head or face--mustache, hat, earrings, beard, etc.
1 point --For each detail on hands --rings, gloves, etc.
1 point --For each detail on feet --shoes, socks, slippers, etc.
5 points--If the person is actively doing something.
1 point --For each detail in the setting--trees, bicycle, house, sun, etc.

SOCIAL SKILLS CHECKLIST

Teacher: ______________________________

Child's Name: ______________________________

DIRECTIONS: Please use different colored pens, as indicated, to mark at the end of units 2, 4 and 6 or bi-monthly.

Red ●	Blue X	Black □
Marking 1	Marking 2	Marking 3

SCALE: 1 = Never; 2 = Seldom; 3 = Some of the time; 4 = Most of the time; 5 = Always; NA = Not applicable.

	1	2	3	4	5	NA
A. Play						
1. Solves problems through play.						
2. Plays with a small group.						
3. Plays with a partner.						
B. Social roles						
1. Is a leader.						
2. Is a follower.						
3. Is an initiator.						
4. Is a withdrawer.						
5. Is a facilitator of learning in a group.						
C. Cooperative skills						
1. Shares feelings in a small group.						
2. Works together with others toward completion of a task.						
3. Contributes problem solving in a group.						
4. Understands that people perceive things differently.						
5. Shows empathy and caring towards other children and adults.						
6. Shares tasks, tools and time.						
7. Realizes that everyone's thoughts are valuable and everyone can contribute to solving problems.						
8. Is able to express needs, wants and negative feelings in socially acceptable ways.						
9. Shows enthusiasm for success of others.						
10. Takes turns.						
11. Follows directions and classroom rules.						
D. Independence						
1. Shows balanced basic security.						
2. Tries to solve problems before seeking help.						
3. Continues task until it is completed.						
4. Is able to choose constructive activities independently						
5. Is able to make decisions about personal creative work.						
6. Is able to make his/her own choices.						
7. Allows others to work without interfering.						
E. Responsibility						
1. Takes care of personal items.						
2. Takes care of school materials.						
3. Respects others' property.						
4. Puts away materials when finished.						
5. Follows through on daily responsibilities.						
6. Writes thank you letters with appropriate content for various occasions.						
7. Volunteers for extra tasks.						
8. Completes one activity before beginning another.						

READING INTERVIEW NOTESHEET

Name ______________________ Age ______________ Date ______________

Teacher's Name ______________________________ Grade ______________

______________________, I'm interested in finding out more about reading and about what people do when they read. Would you answer some questions about reading for me?

1. How do you feel about reading?

2. Are you a good reader?

3. Is reading hard or easy for you?

4. When you're reading and you come to something you don't know, what do you do?

   Do you ever do anything else?

5. Who is the very best reader you know?

6. Why do you think ______________________ is a good reader?

7. Do you think that ______________________________ ever comes to something s/he doesn't know?

(If "yes") When ______________________________ does come to something s/he doesn't know, what do you think s/he does?

(If "no") If ______________________________ ever came to something s/he didn't know, what do you think s/he would do?

8. If you knew someone was having trouble reading, how would you help that person?

9. What do you think your teacher would do to help that person?

10. Think about when you first began to read. How did you learn to read?

11. What would you like to do better as a reader?

12. What kind of things do you like to read?

13. If you want to select a good book to read, who would you ask to help you?

14. Do you ever like to talk about what you have read?

Who do you talk with about reading most of the time?

NARRATIVE REPORT

Child's Name ______________________________

Strengths and New Learning Improvement or Skills Focus	Strengths and New Learning Improvement or Skills Focus	Strengths and New Learning Improvement or Skills Focus
Strengths and New Learning Improvement or Skills Focus	Strengths and New Learning Improvement or Skills Focus	Strengths and New Learning Improvement or Skills Focus

Teacher ____

MATH CHECKLIST

LEVELS 1-3

Manipulatives should be used where appropriate.

Adds to 10.

Adds to 19.

Adds three one-digit addends.

Adds two-digit numbers, without regrouping.

Adds two-digit numbers, with regrouping.

Adds three-digit numbers, without regrouping.

Adds three-digit numbers, with regrouping.

Subtracts; minuend 10 or less.

Subtracts; minuend 19 or less.

Subtracts one-digit number from two-digit number.

Subtracts two-digit number from two-digit number.

Subtracts two-digit number from a three-digit number.

Selects the appropriate sign for number sentence.

Identifies number sentences for addition word problems.

Identifies number sentence for subtraction word problems.

Identifies number sentence for multiplication word problems.

MATH CHECKLIST

LEVELS 1-3

Manipulatives should be used where appropriate.

Reads numerals to 9.

Reads numerals to 20.

Reads two-digit numerals.

Reads three-digit numerals.

Reads four-digit numerals.

Reads word names to ten.

Reads word names to twenty.

Reads word names first through twenty.

Counts objects to 20.

Counts objects to 100.

Counts by tens to 100.

Counts by fives to 100.

Counts by twos to 100.

Identifies number that comes just before, between, or after numbers to 99.

Identifies number that comes just before, between or after numbers to 999.

Identifies ordinal numbers through tenth.

MATH CHECKLIST

LEVELS 1-3

Manipulatives should be used where appropriate.

Identifies number sentence for division word problems.

Multiples 2 numbers, less than 10.

Divides numbers using basic facts.

Identifies appropriate measuring tools.

Measures in centimeters/inches.

Uses estimation skills in measuring.

Reads a calendar.

Tells time to nearest half-hour.

Tells time to nearest quarter-hour.

Identifies penny, nickel, dime, and quarter.

Counts change; less than $1.00.

Matches numeral with a number of objects grouped as and ones.

Identifies the number of tens and ones for a given two-digit number.

Identifies place value in three-digit numerals.

Identifies place value in four-digit numerals.

Orders two or more numbers under 1000.

MATH CHECKLIST

LEVELS 1-3

Manipulatives should be used where appropriate.

Identifies shapes divided into equal parts.

Identifies halves.

Identifies thirds.

Identifies fifths.

Identifies circles, triangles, rectangles, squares.

Identifies cubes, spheres, rectangular prisms, pyramids, cylinders, cones.

Uses <, =, > to compare two numbers.

Uses math vocabulary in daily activities.

Extends visual, auditory, and visual patterns.

DEVELOPMENTAL CHECKLIST
LEVEL 1 - WRITING

Makes scribble marks on paper	
Attributes meaning to random scribbles	
Writes first name	
Makes letter-like symbols	
Copies many letters	
Dictates and waits for the writer to follow	
Writes some letters without letter/sound connection	
Uses one letter phonetically to represent a word	
Uses more than one letter per word in invented spellings	
Reads own writing to others	
Selects writing as a choice activity	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

DEVELOPMENTAL CHECKLIST
LEVEL 1 - WRITING (Page 2)

Uses writing spontaneously in play and dramatization	
Uses invented spelling to explain or communicate	
Wants to display writing	
Has concept of authorship ("Brian wrote that story.")	
Uses writing for a variety of purposes	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

DEVELOPMENTAL CHECKLIST
LEVEL 2 - WRITING

Is able to reproduce letters from memory	
Can generate self-selected writing topics	
Can sustain interest long enough to write 3 or 4 sentences	
Has a positive attitude toward writing	
Uses invented spelling with relative ease	
Uses a variety of words in writing	
Can form letters well enough to read back what is written	
Uses periods to designate a vocal pause	
Can form upper and lower case letters	
Uses capitals to begin sentences	
Can recognize some errors of form (spacing, punctuation, capitalization, directionality)	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

DEVELOPMENTAL CHECKLIST
LEVEL 2 - WRITING (Page 2)

Can expand or revise writing to clarify meaning	
Experiments with different styles of writing	
Practices simple revision strategies	
Uses simple editorial marks	
Attempts the use of commas	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

DEVELOPMENTAL CHECKLIST
LEVEL 3 - WRITING

Maintains a positive attitude toward writing	
Consistently expands or revises writing to clarify meaning	
Can recognize many errors of form (spacing, punctuation, capitals, directionality, etc.)	
Uses appropriate spacing in words and sentences	
Uses question marks appropriately	
Applies different strategies at different stages of the writing process	
Shows an interest in expanding vocabulary	
Uses new words spontaneously in writing	
Experiments with alternative verbs to express meaning	
Uses periods appropriately for three different purposes	
Uses quotation marks for quotes and titles	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

DEVELOPMENTAL CHECKLIST
LEVEL 3 - WRITING (Page 2)

Is enthusiastic about publishing work	
Is able to monitor subject/verb agreement	
Offers helpful suggestions to other writers	
Writes final drafts with neatness, legibility, and satisfactory speed	
Applies strategies for forming plurals	
Uses pronouns as well as nouns in writing	
Uses complete sentences most of the time	
Revises incomplete sentences to make them complete	
Can write the same story for multiple audiences	
Uses beginnings and endings to enhance story design	
Practices strategies for overcoming writing hurdles	

● No sign of this
/ Is beginning to model this
✓ Does inconsistently
X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

DEVELOPMENTAL CHECKLIST
LEVEL 4 - WRITING

Chooses personally relevant topics	
Focuses on writing for meaning	
Can change the structure of words to enhance meaning	
Can proofread a paper for someone else and find errors in spelling and punctuation	
Uses conference time to improve writing	
Can revise to improve sequence	
Indents to define paragraphs	
Writes with feeling and expressiveness	
Uses details and specific information to enhance writing	
Conveys personality and voice in writing	
Uses singular and plural forms of verbs appropriately	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

First check - red
Second check - blue
Third check - green
Fourth check- orange
Fifth check - violet
Sixth check - black

DEVELOPMENTAL CHECKLIST
LEVEL 4 - WRITING (Page 2)

Can use cursive letters in writing	
Uses contractions appropriately	
Uses capitals for the days of the week, the months of the year, and names of holidays	
Uses apostrophes to show ownership and to form contractions	
Uses colons when writing times	
Uses commas correctly for three different purposes	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

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First check - red
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Fourth check- orange
Fifth check - violet
Sixth check - black

DEVELOPMENTAL CHECKLIST
LEVEL 1 - READING

Shows an interest in books	
Listens to a story with one sentence per picture	
Shows awareness of environmental print	
Can recognize own name in print in limited context	
Recognizes some letters in a specific context	
Relates print to pictures	
Can retell a story in own words	
Can tell a story using pictures	
Uses memory and picture cues to "read" a story	
Reads back own writing	
Can recognize own name in print in many contexts	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

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First check - red
Second check - blue
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Fifth check - violet
Sixth check - black

DEVELOPMENTAL CHECKLIST
LEVEL 1 - READING (Page 2)

Recalls key literary words and uses them to "read"	
Understands letter/sound relationships	
Can match sentence strips to sentences in an experience chart	
Can sustain interest in a book for 5 minutes or more	
Reads numbers to 10	
Can match word cards to words in an experience chart	

● No sign of this

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Sixth check - black

DEVELOPMENTAL CHECKLIST
LEVEL 2 - READING

Is interested in listening to stories	
Maintains interest for several sentences per picture	
Expects to learn to read	
Can join the teacher in reading important phrases	
Understands left to right writing pattern in books	
Can point to selected words in context	
Finds books related to topics of study	
Can search for and use key words	
Recognizes one word per unit or print	
Can use beginning knowledge of phonics to self-correct	
Understands left to right book progression	

● No sign of this

/ Is beginning to model this

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First check - red
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Sixth check - black

DEVELOPMENTAL CHECKLIST
LEVEL 2 - READING (Page 2)

Recognizes first letters of words	
Recognizes ending letters of words	
Can locate the beginning and ending of a book	
Can sustain interest in a book for 10 minutes or more	
Knows the same story is in the same book each time and not "made up" by the reader	
Uses memory and cues to "read" a familiar story	
Can locate the beginning and ending of a story	
Tries to "make sense" of the story	
Can predict story events using picture and word cues	
Can confirm story events after an adult reads	
Begins to match words read with the actual text	

● No sign of this

/ Is beginning to model this

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DEVELOPMENTAL CHECKLIST
LEVEL 2 - READING (Page 3)

Self-correct in an attempt to "make sense"	
Recognizes the difference in capitals and small letters	
Recognizes letters in any context	
Pays attention to letters, sounds, and sound units	
Re-reads whole sentences to confirm meaning	
Shows increasing fluency in reading	
Recognizes periods	
Recognizes question marks	

● No sign of this

/ Is beginning to model this

✓ Does inconsistently

X Does almost always

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Sixth check - black

DEVELOPMENTAL CHECKLIST
LEVEL 3 - READING

Can read a wide range of material--both fiction and non-fiction	
Responds to own reading emotionally	
Knows how to choose books related to personal needs and interests	
Selects reading material suitable to reading ability	
Indicates understanding of a story read alone	
Can read a story not previously heard	
Shows increasing speed in personal reading	
Looks for cues to meaning in the text	
Re-reads specific passages for information	
Can read alone for 15 minutes or more	
Identifies commas	

● No sign of this

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DEVELOPMENTAL CHECKLIST
LEVEL 3 - READING (Page 2)

Identifies quotation marks

Uses punctuation to aid in appropriate intonation when reading aloud	
Uses personal knowledge of language to assist in predicting text	
Uses sentence structure as an aid to predicting text	
Uses meaning to predict text	
Can skim-read for information	
Can handle more text and fewer pictures	
Accesses reference materials when needed	
Can identify picture synonyms	
Can identify picture antonyms	
Can identify the parts of a book	
Can sequence story events	

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DEVELOPMENTAL CHECKLIST
LEVEL 4 - READING

Chooses to read for pleasure	
Understands the role of printed materials in conveying information	
Uses a variety of cues in reading for meaning	
Borrows books regularly from the school library	
Can talk about reading and the reading process	
Can read for a sustained period of time (20 minutes or more)	
Can identify synonyms in words	
Can identify antonyms in words	
Can identify long and short vowels	
Can summarize including major points	
Can identify the main idea in a story	

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DEVELOPMENTAL CHECKLIST
LEVEL 4 - READING (Page 2)

Can identify and describe major aspects in storyline development--setting, problem, climax, ending, sequence	
Can identify cause and effect in a story	
Can identify characters and character traits	
Can classify books: fiction, non-fiction, fantasy, biography, autobiography, etc.	
Can identify homonyms	
Recognizes compound words	
Recognizes root words and their affixes	
Can match words and word meanings	
Can follow written directions	
Can identify ideas that support the main idea	
Can alphabetize words through the second letter	

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